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EDUCATIONAL NEWS



JOHN F. BRADY, *President, California Teachers Association*

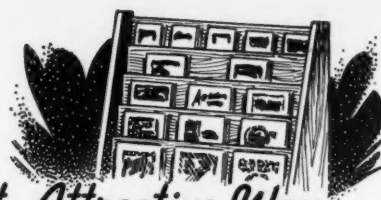
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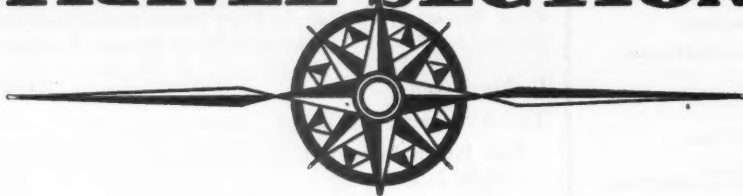
SIERRA EDUCATIONAL NEWS

Contents for September, 1940

Cover Picture — John F. Brady, Chief Deputy Superintendent of Schools, San Francisco; President, California Teachers Association

In Memoriam	30, 47
Travel Section	2
Our Joyous Journey to the Bay	2
Mabel P. Hackett	
A New Travel Career for Women	3
School Exhibits at Los Angeles County Fair	6
J. Art McCanne	
Message to California Teachers	8
John F. Brady	
To All Teachers: A Call to Duty	16
Roy W. Cloud	
Education and National Preparedness	34
Alexander J. Stoddard	
N.E.A. Summer Meeting at Milwaukee	9
Roy W. Cloud	
N.E.A. Convention Symposium by Californians	10
Prepare for American Education Week	11
Leonard L. Bowman	
California Educational Policies and Plans Committee Report	13
John A. Sexson	
C.T.A. Consulting Groups, 1940-41	14
Arthur F. Corey	
America First: A Message for Today	15
E. Ashton Oldham	
Praise for Pasadena 6-4-4 Plan.	15
California Secondary School District Costs	17
Elmer H. Staffebach	
C.T.A. Classroom Teachers, Central Coast Section	23
Donald G. Wright	
California Elementary School Principals	24
Alton E. Scott	
A Billion Dollar Lesson For Us	25
Courtenay Monsen	
Salute to the Flag of the United States	26
Robert Hoffman	
Teaching Boy Delinquents Successfully	27
Paul Herbold	
A Play: The Gold Mine	28
Henry Carvalho	
C.T.A. Committee Classroom Teachers Problems	29
Genevra P. Davis	
Social Studies, Three in One	32
Alfred Dolan	
Geometry as a School Sport	38
Paul M. Tully	
Recent Changes in School Positions	40
Earl G. Gridley	
How to Utilize Classroom Films	43
Leland E. De Priest	
Coming Events, Index to Advertisers	48

TRAVEL SECTION



JOYOUS JOURNEY

FORT BIDWELL INDIAN SCHOOL EXCURSION TO GOLDEN GATE
INTERNATIONAL EXPOSITION

Mabel P. Hackett, Teacher

MAY 24, 1940, is a memorable date for a group of the older children of the Fort Bidwell Indian School (Modoc County) and myself. On that day we started on a very enjoyable and educational excursion to San Francisco and Golden Gate International Exposition.

The journey to the city from our beautiful Surprise Valley furnished a fine opportunity to observe plant and animal life in the various regions—mountain, valley and coastal—through which we passed and to note the adjustments people have made to these varied environments and how people are dependent upon each other to meet the needs of life.

It was a thrilling experience to see groves of orange and olive trees, to see the large fields of sugar-beets and the factories near by and to observe the huge oil-tanks and refineries.

There was opportunity to see in the mountains a large power-plant where electricity is generated by means of water-power and then to follow the course of the power-lines down to the valley, where they supply energy and light for homes and industries.

We noted the Sacramento River's growth from a smaller stream near its source into a broad river at its mouth which carries many big boats and their varied cargoes.

Then came the wonder of a large city with its towering buildings and crowded streets and busy stores . . . the bay and harbor where such words as docks, wharfs, ocean liners, hith-

erto but vaguely comprehended, became vivid realities . . . the majesty of the great bridges . . . and the adventure of a visit to the Municipal Air Port where one could see the huge air liners come and go with such apparent ease.

As we left home someone had asked, "Will we go through a big tunnel?" That experience was fully realized when the street car took the group through the two-and-a-half-mile tunnel to the zoo. The children had great fun feeding the monkeys and, among other animals, were especially interested in seeing the baby yak—about which we had read in the paper.

Culminating event of the excursion was attendance at the opening day of the Exposition. We arrived early on the grounds and by means

"Dixieland"

THE South got its name "Dixie" from business transactions of the old Citizens Bank of New Orleans, rather than from the fact that it is separated from the North by the imaginary Mason-Dixon line.

In 1852 the bank issued 10-piastre notes which were printed half in English and half in French. On the face of each note was the word "ten" and the French equivalent "dix". Southerners called such a bill a dixie.

The Citizens Bank was prosperous and its notes spread over the South, which came to be called the land of the Dixie, or finally Dixieland.

of the elephant-train got a panoramic view of the island.

Later we visited the places of particular interest to us, the American Indian exhibit, the Federal building, the state buildings, the hangar and clipper ships, the Alta California building, the Hall of Flowers, the Art gallery, the Hall of Science, Vacation land and Salici's Puppets.

We took time to rest and watch the beautiful and elaborate parade which was staged in the middle of the afternoon and to take a boat-ride on the lagoon.

By that time the day was far spent and there was time left for only a hurried trip through the Gay Way. We watched the glass-blowers, rode on the merry-go-round and munched ice cream cones, popcorn and "hot dogs."

In the evening The Cavalcade of a Nation was truly a thrilling climax to a glorious day, after which the lighting effects in all their grandeur make the island seem a fairyland of beauty.

Our last view of the island from the ferry-boat was something which we shall always remember—magnificent towers dazzling amid fountain spray and brilliant lights, flanked by fan-shaped play of searchlights and bursting sky-rockets.

IT'S IMPORTANT

to know where to stay to get the most in comfort and convenience . . . That's why so many visitors to Los Angeles select the Biltmore. Rates are most reasonable, too.

1500 Rooms—All with Baths

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Doubles from \$6

Biltmore HOTEL
LOS ANGELES

NEW CAREER FOR WOMEN

A NEW CAREER FOR WOMEN . . . OR HOW TO BE A SUCCESSFUL COURIER-HOSTESS-TRAINED NURSE AND ENTERTAINER WHILE SEEING THE WORLD ON ONE OF THOSE POPULAR OVERLAND TRAIN TRIPS OF AMERICAN EXPRESS

IT'S a life of ease, in the opinion of all the passengers, my friends and everyone but myself," says Margarite Mlady, friendly courier-hostess-trained nurse of American Express Banner Tour staff.

These tours go every weekend on two-week trips to the West and Canada. "All you have to do is enjoy yourself," they say, "and what could be finer than seeing the Grand Canyon of Arizona, the Pacific Coast and the Canadian Rockies every two weeks instead of staying at home all summer?"

"I must admit it's much nicer than staying at home but the job has its responsibilities just the same, 300 of them, to be exact—the passengers."

And what does a hostess-courier-nurse do while speeding across this continent in an air-conditioned train? Answers questions, mostly, and the most frequent question is . . . "How did you get your job?"

The requirements are strict. First, we must be registered nurses, of presentable appearance, friendly, affable and with some social background. We must know how to get people together, that is, the lonely and shy ones; know who to let alone and who to jolly along. If we can sing or play and assist our professional entertainers that helps, too, and above all we must be good listeners and have patience.

Menus Are Tempting

Of course, there are those who will over-eat—and I must admit those menus are very tempting . . . southern fried chicken, avocado salads, fresh strawberries, Pacific Coast lobsters . . . but we are experts, by this time, in treating those who tell the waiter to "shoot the works," just because it's all included in the fare.

We always try to answer every question, even to the names of little

towns we pass in the night. While we are not permitted to stop the train to check up with the engineer, I have gone up ahead on several occasions and questioned the gentlemen in the cab while the train was taking water, and very interesting people to talk to, they are.

Men—and this will surprise you—like to talk about their operations or

the time they had the mumps or the poison ivy, while their wives, if they are traveling alone, just love to tell us what fine, generous fellows their husbands are . . . I wish, sometimes, the poor dears could listen in.

The girls who have no husbands talk about their boy friends, bosses or jobs and occasionally, somewhat timidly, inquire about that place "out West" they have heard about in the movies . . . "out where the men are men and the women are scarce."

I can't answer that one . . . I'd like to find out for myself. Sorry, but I must run along now; we're due to pull out in half an hour and I must check up with the conductor.

JUNIOR MUSICIANS DAY ON TREASURE ISLAND. Five-year-old Albert Roman of Redwood City, San Mateo County, signalled Junior Musicians Day on Treasure Island, August 11, with a blast on his big bass horn. Five thousand pupils of National Institute of Music and Arts formed the world's largest orchestra on their special day at the Golden Gate International Exposition when youngsters between the ages of 6 and 16 from all sections of the West presented a full one-hour concert.





INDIAN books, pictures, katchinas; EVERYTHING needed for teaching about Indians. Send 3c stamp for 1940 price list.

GEORGE R. MOMYER
928 South Cajon Redlands, California

TEACHERS OF FRENCH

Send for circulars on our instructive French Coloring Books, Short Stories, Card Game for children; and our Card Game and Plays for HIGH SCHOOLS.

Also Plays combining French, Spanish, German.

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122 West 88th St. New York, N. Y.

California's Parks

CALIFORNIA State Parks, a large beautiful folder 18 x 24 inches when open, is issued by the Division of Parks, California State Department of Natural Resources.

It comprises.—1. Map of the State in colors showing locations of California's many state parks, beaches, historic monuments, camp-grounds, redwood groves and other units of the magnificent California park system; 2. 16 fine illustrations, roto-gravure style, of scenes in the state parks; 3. well-arranged text, giving information concerning policies, facilities, recreation, service charges, and exact locations of the parks.

This attractive and highly-informative folder is free to all California school-people; address Division of Parks, 417 Montgomery Street, San Francisco.

* * *

Conservation News Letter is issued quarterly by California Conservation Council and is sent to officers, members and cooperators; others may obtain a copy, 3 cents in stamps, by addressing J. L. Bossemeyer, 226 Sheldon Building, San Francisco.

The objects of the Council are to promote conservation education and to encourage cooperation in conservation effort.

* * *

Instructor Travel Contest for 1940, conducted by F. A. Owen Publishing Company of Dansville, New York, and recently concluded, awarded first prize of \$100 to Pauline V. Burkher, teacher, grades 3 and 4, United States Indian School at Barrow, Alaska.

Nine California teachers were awarded \$5 prizes and 6 received honorable mention. Among the California prize-winners in this interesting national contest was Asta M. Cullberg, teacher, Grade 4, Arcata, Humboldt County, who has contributed several excellent papers to Sierra Educational News.

Hard-of-Hearing

F. M. Duckles,* Executive Secretary,
California Committee for Hard-of-Hearing
Children

FINE progress is being made throughout the United States in work for hard of hearing children. This is revealed in the report of Warren H. Gardner, Ph. D., chairman, children's committee, American Society for the Hard-of-Hearing.

In the school year 1938-39, 1,847,660 children in the United States had their hearing tested. These children were in 900 towns and 80 counties. The previous report showed a little over one million having a hearing test. California reports 155,000 children tested during the same school year.

The number found with impaired hearing in the United States was 130,755 or 6.9%. The previous report showed 6.1%. The increase, Dr. Gardner states, is due to a greater use of pure-tone-pitch audiometers, which reveal hearing loss in the higher frequencies, and to more testing of selected children who were rechecked from previous tests. The total enrollment in the schools tested was well over 8 million.

A total of 48,000 of the children found with a hearing loss received medical examination and inspection in the follow-up work. The previous report showed 20,000. Thirty-two thousand of these children were reported improved or normal on retest. The previous report showed only 1,200 children improved. This increase is encouraging and reveals that more attention is being given to the important follow-up work.

The report shows that more children with a hearing-loss are being given lip-reading lessons. The previous report revealed 10,700 children instructed in lip-reading; this latest report showed 18,179. There are over 60,000 children who should have this instruction, according to Dr. Gardner. There are 241 lip-reading teachers in the United States.

The report closes urging that the gains be consolidated through better follow-up work, more skillful handling of audiometers and greater use of pitch audiometer which require even more skill.

*1184 Spruce Street, Berkeley.

* * *

California Liberator, official organ of California Temperance Federation, is published monthly except July and August. Headquarters, 83 McAllister Street, San Francisco; Norman W. Pendleton is editor. Headquarters of the Southern Division of the Federation are at 1520 South Western Avenue, Los Angeles. The Liberator is now in its 47th volume.

SIERRA EDUCATIONAL NEWS

National Nature News, an illustrated periodical published at 3107 Wisconsin Avenue, Washington, D. C., is now in its 4th volume. Lillian Cox Athey is president and editor; Dr. Harold C. Bryant, superintendent of Grand Canyon National Park, is one of the consultants. This felicitous 8-page nature-study publication is useful to teachers and pupils alike.

* * *

The Fire of 1906

VOLUME 5 in the History of San Francisco Journalism, entitled *The San Francisco Press and the Fire of 1906* by Russell Quinn, produced under supervision of Emerson L. Daggett of Works Progress Administration, was distributed in June.

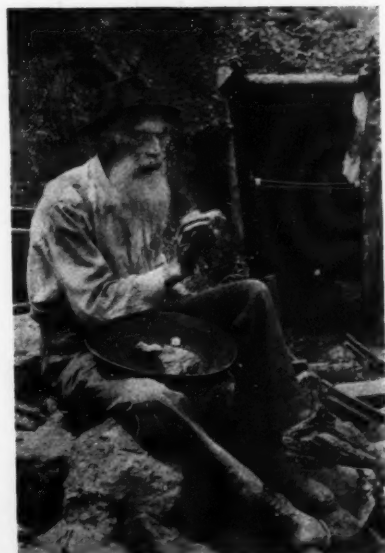
This mimeographed volume contains detailed information and local history of events in San Francisco the day before and for several weeks following the great disaster of April 18, 1906.

A great amount of work was done by those engaged in the Works Progress in securing all available historical data covering this particular period. It is to be hoped that the material contained in this history will be printed in order that it may form a permanent record of a very colorful period of California history.

* * *

Metropolitan Life Insurance Company, School Health Bureau, Welfare Division, issues *Health Bulletin For Teachers*, now in its 11th volume; Pacific Coast headquarters of the company are 600 Stockton Street, San Francisco.

A Venerable California Gold Miner in the Mother Lode Country



PUPIL-OPERATED LIBRARY

Robert M. Perry, Teacher of Social Studies and General Science,
Lompoc Junior High School, Santa Barbara County

TO a small junior high school a wealth of reference material is easily available through the library.

Our 7th and 8th grades are divided into 6 classes of about 30 pupils each. This means there are usually from two to four classes in science or core-study who need a larger choice of material. References are taken to the classroom because the library room is small.

Administrative setup. A librarian for the school could not be afforded, neither could several copies of many pamphlets and books be obtained from our willing county librarian. The answer lay in developing pupil responsibility. In the past two years a system has been evolved by which pairs of pupils work one period a week. These librarians may sign out materials, "read" the shelves and keep them neat, or check up on overdues as "book managers".

Library staff. All except three of the regular corps of 80 assistants have asked to be on the staff. It is true that most of the helpers enjoy the freedom from the classroom, although no semester credit is given. Good citizenship and scholarship must be maintained in order to remain a librarian. Each week the assignment schedule is posted, and each morning passes are issued to those called to duty.

Regulations for use. The library has few arbitrary rules. The number of pupils going to the library from each of four classes is limited to two persons per room, or perhaps four during weekly "free reading" periods. Each pupil is allowed about three minutes to get his material. Encyclopedias and magazines circulate for one period, and fiction books for two weeks. Most reference material is stamped for one week's use, although teachers may take books and pamphlets to their rooms for extended time while covering various units.

Practical results. The outcomes of

this cooperative venture have been multiple in value:

1. Supplementary references have been made available to all the classes in the school.
2. In spite of this larger circulation of books, few have been disfigured by careless handling.
3. Pupils have learned to be prompt in locating materials and in returning to their rooms.
4. Seldom does a teacher have to leave class to maintain order in the library or halls.
5. The small room has been kept in fine shape by the users since brightly painted frescos have been placed over the dull blackboards.
6. Assistants have become neater in the upkeep of the shelves, as well as more accurate in checking the mimeographed loan slips.
7. Partners not only have acquired more responsibility, but also have learned to be more tolerant in working with others.

* * *

Welty Travelogs

HOWARD O. WELTY, principal, Oakland Technical High School, student of the American Indian, secretary of the Mexico Child Welfare Bureau, traveler, explorer, and photographer in color, is a popular speaker whose illustrated talks on the American Indian, and on travel in Mexico, Central America, and South America have given him a splendid reputation in this field.

Mr. Welty, life-time student and friend of the Indian, is an observant traveler who has spent many years in friendly contact with Latin America. He is a magnetic and pleasing speaker who brings to his audiences intimate glimpses of peoples and places far from the beaten paths of travel. His motion-pictures in color open an almost unknown world. He has fascinating stories to tell, and tells them exceptionally well.

Six of his cine-travel talks, in natural color, are: The Amazon, Andes, Nicaragua, Guatemala, Mexico, and The Navajo. Many of his other lectures are illustrated with lantern-slides in black-and-white or natural color.

For additional information concerning open dates and lecture fees, communicate with Howard O. Welty, 4351 Broadway, Oakland.

Western Birds

35-mm. natural color still film Kodachromes

UNEXCELLED for teaching purposes, these films enable the instructor to place before students in the classroom, greatly-enlarged color pictures of birds they might strive for days to encounter afield.

The colors and tints of plumage, eyes, bills, fleshy parts; their contour, their habitat, their nests, their eggs and young—all are strikingly reproduced in vivid, life-like colors upon the screen.

Write for further details and a sample copy to Philp Photo Service, 1954 Pasadena Avenue, Long Beach.

Announcing

a change to the
Pacific Coast network of the
Mutual Don Lee Broadcasting
System



STANDARD SCHOOL BROADCAST

Beginning Thursday morning, October 3rd, the first broadcast of the Fall Semester will be heard over a new, augmented network, bringing this pioneer program in Music-Enjoyment to many additional schools formerly outside the effective daylight broadcast range.

Remember: each Thursday morning of the school year; a new time: 11:15-11:45 over a new network: KHJ, KPRC, KGB, KDB, KPMC, KVOE, KDON, KGW, KVCV, KXO, KHSL, KFXM, KTKC, KIEM, KVEC, KYOS, KRNR, KALE, KSLM, KORE, KOOS, KMO, KIT, KPQ, KVOS, KXRO, KOL, KFIO, KGY, KELA, KRKO, KWLK.

The Standard Symphony Hour will be heard over the same stations, excepting KGA, Spokane, from 8:00-9:00 each Thursday evening of the year.

STANDARD OIL COMPANY
OF CALIFORNIA

SCHOOL EXHIBITS

LOS ANGELES COUNTY FAIR

*J. Art McCanne,
Schools Exhibits Coordinator and Director
of Art, Pomona City Schools*

ALL the school districts of Los Angeles County, under leadership of A. R. Clifton, County Superintendent of Schools, are cooperating in the presentation of one unified schools exhibit at the Fair, which runs throughout September 13 - 19.

Participating are all the city districts including Los Angeles, Long Beach, Alhambra, Pasadena, Burbank, Pomona, Santa Monica and Glendale.

Also included are all the districts under the supervision of the Los Angeles County Board of Education. In all there are 144 school districts with 832 school plants represented.

The exhibit covers 1.5 acres of space and is located on the two floors of the Grandstand Building.

This year the theme of the exhibit is The Schools and the American Way of Life, under which it is shown how the public schools function in our democracy. The exhibit is divided into 16 divisions, each one carrying out an idea expressed as a sub-theme under the general theme.

These divisions with their themes are as follows:

The secondary exhibits are confined largely to showing what is done in voca-



Demonstration of work at Frank Wiggins Trade School, Los Angeles

tional education in high schools and junior colleges.

The vocational exhibits are in groups as follows: Shops; aeronautics; commercial art, commercial subjects such as typing, shorthand, bookkeeping; domestic service and home economics; electricity; agriculture; cosmetology; animal husbandry and radio.

To mention but a few of the outstanding features of this exhibit, there will be a large motor-testing device constructed by aeronautics students, an automatic electric sign of intricate design made entirely by high school students, cosmetology demonstrations, and demonstrations in connection with animal husbandry and agriculture.

Primary Grades

Sub-themes of primary-elementary section are,—The Good American is Skilled in the Use of the Three R's and The Good American Appreciates the Home and Family as a Social Institution.

Intermediate Grades

Sub-themes of intermediate grades are,—The Good American is a Cooperating Member of the World Community and The

Good American Uses Scientific Principles for Solving His Problems.

A novel addition for these primary and intermediate set-ups is the inclusion of murals for backgrounds in each section. These have been studied so as to fit in with each unit depicted and to give a clear idea of each of the activities of the student at each level.

Adult Education

Adult Education is being shown under two general sub-themes,—The Good American Has an Appetite for Learning and The Good American Has Mental Resources for the Use of Leisure. In this exhibit is displayed various kinds of materials made in the adult program. Featured are a handicrafts shop and a ceramics shop, both completely equipped, in which adult students demonstrate methods.

Physically Handicapped

The themes in this section are, The Good American Overcomes Physical Difficulties and The Good American has a wholesome Attitude Toward Physical Handicaps. The exhibit will show what is being done with



four general types of handicaps — deaf, blind, lame and delicate.

Nursery School

Federal nursery schools show the best practice in handling pre-school children in an enlightening exhibit.

Frank Wiggins Trade School

This school has constructed an entirely new exhibit showing the work being done, including an exposition of the apprenticeship movement.

County Health Department

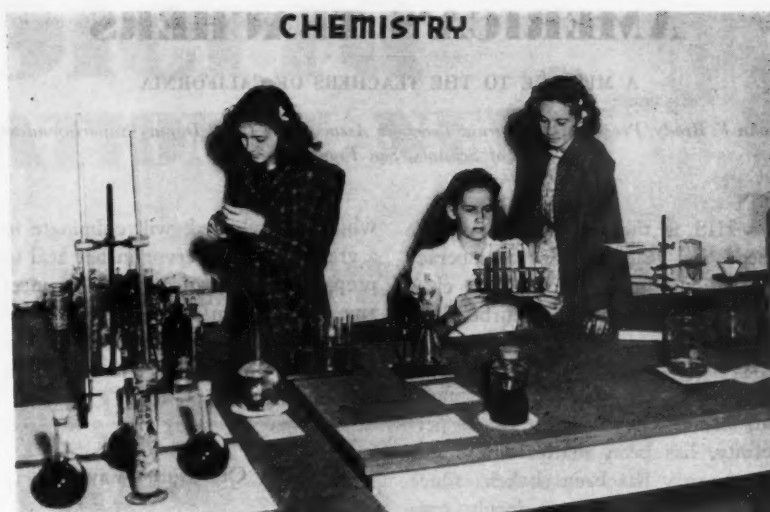
The County Health Department's exhibit is an integral part of the schools exhibit, showing by this means how it cooperates with the public schools. It includes a laboratory with technician who explains how various tests and inspections are conducted.

Teachers' Exhibits

On the upper floor all displays and demonstrations are of special appeal to classroom teachers, administrators, and school trustees, including a showing of new and unusual ways of using materials for the construction of useful articles, lesson plans, curriculum building, new books and new methods. The Los Angeles County Museum exhibit and the commercial exhibits are also a part of this general section.

Painting and Crafts

A very comprehensive painting and crafts display has been arranged, showing the work of approximately 1000 individual students.



A demonstration of chemical laboratory procedure

Visual Education

Visual education departments of several school districts are cooperating in presenting a display of materials and equipment which are available for use in the classrooms.

Motion-Picture Theater

The motion-picture theater is used this year to show a series of films which are typical of those being used for instruction in the classrooms. A strict schedule is maintained.

The Maze

Over the entire west end of the building has been constructed a maze of exhibits showing how many organizations, not part

of the public school system, contribute to education.

Demonstrations

Regarded as the medium through which the layman may best appreciate the work of the schools are the demonstrations which will be practically continuous, both in the Grandstand Building and on the large stage in the Agricultural Building. Several thousand children participate in these demonstrations.

* * *

V. R. Belieu, well-known as a principal and teacher in the schools of California, married Sara Ann Kelley this past summer. The Belieus are making their home at 565 North Coast Boulevard, Laguna Beach.



AMERICA'S TEACHERS

A MESSAGE TO THE TEACHERS OF CALIFORNIA

John F. Brady, President, California Teachers Association; Chief Deputy Superintendent of Schools, San Francisco

THIS is the day when America needs its teachers, for democracy throughout the world has been challenged and America is disturbed.

Round about us, on every side, our world of ideas, which we assumed had been vouchsafed to us in perpetuity, has been shattered and our complacency has been shaken. Once again earnest folks are deeply concerned over the question of whether "government of the people, by the people and for the people" can long endure.

The three menaces, nazism, fascism and communism, have found a communion of spirit in their hatred of popular government and the time is past when we can treat their aspirations and their truculence with indifference.

We have been witnesses to the treachery which permits governments to violate the plighted word and have come to recognize as folly the conduct of peace loving peoples who lost their liberties in seeking to appease the avarice of war lords seeking world domination. This evil force which is now plaguing Europe and Asia can never thrive permanently so long as a militant democracy is alive in any other part of the world to dispute its right to tyrannize over the minds of unwilling men and women.

Freedom Is Expensive

We must not, therefore, hold our heritage of freedom too cheaply; we must be sensitive to the implications of the revolutionary forces that are at this moment seeking to discredit the belief expressed by Emerson that "men are capable of living by reason."

America is now in the first stages of a transition, a self-rejuvenation

which, it is hoped, will culminate in a grand patriotic fervor in her zeal to prepare herself adequately to meet any combination of these oppressive forces which might seek to impose a rival system of thought and society on this continent.

The One Sure Way

And in any scheme of preparing America to meet such a threat the teachers hold a strategic place. The consciousness of the fact that the public school is one of the indispensable agencies to achieve a rebirth of faith in the democratic way of life, without which all our efforts become mere muddling, must be brought home to the people of the country.

The one sure way of maintaining unimpaired our right to continue to be the shapers of our own destiny rests, in great measure, on the competence and devotion of the teachers of America, on their eagerness to make certain that all of the people, children and adults alike, have burned deep into their souls a profound passion for, and faith in, the worthiness of our democratic system and an audacious zeal to make certain that no alien power can intervene to imperil its safety.

The teacher's first professional obligation, therefore, is more than bringing to youth an understanding of our society, he "must inculcate in them a belief that transcends the intellectual and partakes of fervent zeal". The teacher, in such a role, is not the shaper of a new social order but one who stands behind, and aids in sustaining all the processes of the government and the society of which he is an agent. His task can best be accomplished if he is permitted to pursue his way calmly and free from hysteria and is not harassed by the

"narrow views and passing tempers" of those who would use the circumstance of the present emergency to make unreasonable or unwarranted demands of him.

In the darkest days of the Revolutionary War, when George Washington was beset with doubts as to the trustworthiness of some of his men, he admonished his aides "to put none but Americans on guard tonight". So might it be said today, "let none but those who love America serve her in this hour", for he indeed is little to be envied who, finding himself in a position of trust, will fail in conscientious obedience to the demands of loyalty that will be laid upon him.

THE call is for teachers with a faith in America, full of pride in her high purpose, her 300 years of passionate struggle for liberty, her promise for the future; full of certainty that America's way is the true way for those who cherish freedom more than life itself. The teachers are ready.

* * *

Youth..Education..Defense

Two Important Bulletins

YOUTH, Defense, and National Welfare, a 12-page bulletin, comprises recommendations of American Youth Commission of American Council on Education, 744 Jackson Place, Washington, D. C.

Floyd W. Reeves is director of the Commission. Henry I. Harriman, chairman of the executive committee, explains: "In this statement the major conclusions of the Commission are presented as briefly as possible. These conclusions do not replace those formulated last October. Rather, they bring them up-to-date and present them in terms related to the new situation that must be faced."

Education and the Defense of American Democracy, a 24 page bulletin issued by Educational Policies Commission, 1201 Sixteenth Street, Northwest, Washington, D. C., price 10c, is the excellent pronouncement of the Commission upon a most vital matter.

The Commission has also issued a 4-page mimeographed statement *Defending American Democracy*.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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NUMBER 7

NEA CONVENTION

Roy W. Cloud

THE State of Wisconsin and the City of Milwaukee were the hosts of the 78th annual convention of National Education Association. From Sunday, June 30, to Thursday, July 4, a great throng of teachers from all over the United States attended the various business and general sessions.

President Amy H. Hinrichs, principal of Audubon School, New Orleans, presided and proved to be an exceptionally fine presiding officer. Her decisions were made rapidly, concisely and on every occasion accurately. Her manner of conducting affairs compared most favorably with her predecessors.

The first general session—the vesper service, was held on Sunday afternoon. The address was made by Dr. Daniel L. Marsh, president of Boston University.

For Californians the California Breakfast was the first order of business on Monday morning; 226 Californians or former Californians were in attendance.

A lovely feature of the Breakfast was the receipt, by special delivery air mail, from Mayor Angelo J. Rossi of San Francisco, with his personal compliments, a box of 200 beautiful, fresh, dewy gardenias, which were distributed to all present.

Leonard L. Bowman, of Santa Barbara, NEA director for California, presided. A number of school officials of the State of

Wisconsin and NEA officers were guests at the breakfast. Honorable John Callaghan, superintendent of public instruction of Wisconsin; Dr. Milton C. Potter, superintendent of schools of Milwaukee, and Dr. Edgar G. Doudna, secretary for higher education and president of Wisconsin Education Association, spoke for the teachers of the host State.

Dr. Willard E. Givens, past-president of California Teachers Association and executive secretary of NEA, explained some of the problems of the national organization, and Dr. Carol Reed, president of American Association of School Administrators, represented his organization. Dr. Donald DuShane, who later was elected president of NEA for the coming year, also extended greetings. John F. Brady, president of California Teachers Association, extended greetings in behalf of California, and Mrs. William Kletzer, of Portland, Oregon, president of National Congress of Parents and Teachers, gave a message for her great organization.

A number of general sessions were held during Monday morning. On Monday afternoon the three seminars, each with one representative from each state, which met each afternoon of the convention, began their work of discussing problems of national importance. The findings of these seminars should influence education during the coming years. On Monday evening H. V. Kaltenborn, internationally-known radio commentator, pictured present world affairs.

On Tuesday morning at seven, as the first order of business, a group of

Oakland teachers who were in attendance, entertained a number of their friends at a delightful breakfast. Immediately following this meeting was the opening business session. Following through the day and evening came the other meetings of general sessions, affiliated organizations, musical programs, all of which were largely attended. The final session on Thursday was devoted to thoughts of American citizenship.

Resolutions adopted covered the present emergency in education, inter-American relationships, proposals for the recognition of new citizens, education for the use of leisure, federal educational activities, equal opportunities for women and appreciation for the courtesies extended by Wisconsin, Milwaukee, the various state and local officials.

Although there were many diversions, attendance at the convention was at a high point at every meeting. This faithful attendance was probably induced by the ideal weather which prevailed. There has never been a summer meeting in the east or central section of the United States which was any more cool or comfortable than the convention in Milwaukee.

The exhibit of books and school supplies was one of the features of the convention.

On Friday and Saturday following the convention conferences for the secretaries and National Education Association State directors were held at the Schroeder Hotel. Many mat-

ters of vital importance to the State associations were discussed.

Those attending from California were as follows:

Ellia Vollstedt Allen, Dorothy F. Armstrong, Gladys D. Barnes, Albert N. Baxter, Alfred Baxter, Jessie Verlie Beebe, Anne T. Bell, J. J. Berry, Louise Beyer, Mrs. J. W. Bingham, A. L. Blanchard, Mr. and Mrs. Louis Bloch, Mrs. Ina Bowman, Leonard L. Bowman, John F. Brady, Ethel M. Briant, Clato Brocchini, Helen Baynham Bronson, Mrs. Anna C. Bunce, Mr. and Mrs. George Burkhard, Mr. and Mrs. William Burkhard.

James A. Callaghan, Genevieve Carroll, John S. Carroll, Cora B. Chambers, Estella L. Churchill, Mary Clisham, Roy W. Cloud, Perry O. Cole, Ida F. Coleman, Agnes C. Cooney, Arlie B. Corbet, Arthur F. Corey, Susie A. Corpstein, Harold A. Corrigan, Arthur W. Cox.

Celia M. Dahringer, Mrs. Mary C. Darr, George Davis, S. Joseph DeBrum, Clarence A. Dickison, Mary Ellen Dickison, Ruth Dodds, Mrs. May H. Dodson, Edna M. Doherty, Mrs. Blanche A. Drown, Glee Duncan, William P. Dunlevy, Dora I. Dysart.

Eleanor F. Edmiston, Anna Erny, Jessie V. Farr, Florence Fleming, Mrs. Harriet L. Fleming, Frances Fotheringham, Mr. and Mrs. Robert F. Frandsen, Frederik Frederiksen, Mary Elizabeth Frick.

Leo May Gamble, Mary Gelling, Celia Gifford, Myrtle Gifford, Emily Glatz, Dorothy Gorla, Earle M. Green, Barton W. Gripenstraw.

Mr. and Mrs. Henry C. Hall, J. Hilda Harrison, Adelaide Hart, H. Herschel Hart, Robert R. Hartzell, Mrs. Ruth A. Hazelet, Thomas E. Hennessey, Harold W. Heyl, Mr. and Mrs. Mark J. Hoffman, Mrs. Vida Hollenbeck, Neva W. Hollister, Helen F. Holt, Mildred R. Howard, Helen E. Hoyt, William F. Huff, Leonard G. Hummel.

Lourence Janssen, Anna Irene Jenkins, Bess C. Johnson, Lottieellen Johnson, David R. Jones, Eugenia West Jones, Olive M. Jones, Genevieve I. Jordan, Davis Madge Kazoreck, Elwood J. Keema, Mrs. F. L. Kellogg, Nell A. Kelly, Genevieve Kent, Ruth V. Kidwell, Florence Kline.

Lyman D. LaTourette, Harriet Rose Lawyer, Ora L. Lefevre, Adam Leonard, Frances Yale Libbey, Ida May Lovejoy, Frank A. Lydie.

Carmen R. Main, Frederick F. Martin, Wallace C. Mass, Inez Meader, Eva E. Meline, Virginia Meline, Dorothy Jarvis Melrose, Amy G. Miller, Cora B. Miller, Douglas B. Miller, Helen F. Miller, Jessie E. Miller, Thelma Arleen Missner, Mrs. Eveline K. Moody, Warren G. Moody, Wendall M. Moore, Mary Virginia Morris, E. Kathryn Morrison, Mary Mullen, Anita F. Mulreia, Elizabeth Moore Munroe, Helen E. Murphy, Fannie G. McCrory, Muriel McCrum, Robert J. McKeay, Verda Rhea McNary, Miriam McNary.

Mary I. Nagle, Beatrice Nathan, Helen M. Nielsen, Mrs. Esther Grace Nolan, Eugenia H. O'Brien, Lena L. O'Brien, Arthur P. Ohrmund, Fern Ohrmund, O. H. Olson, Everett V. O'Rourke.

W. Vincent Parsons, Barthol W. Pearce, Mary C. Peemoeller, J. Maria Pierce, C. W. Preston.

Sara B. F. Rabourn, Susie Rabourn, Mr. and Mrs. Wilbur W. Rainsner, Clara Welister Rapp, Albert J. Rathbone, James C. Reinhard, Margaret F. Reinhard, Esther Ritter, Theodore Rogers, Frederica Ross, Marion N. Rowley, Clarence Royse.

Rosetta Sanan, Chester B. Sanderson, Frank E. Sawyer, Bertha P. Schenk, Alton Scott, Mary Gen Scott, Albert M. Shaw, Cecelia Shearer, Caroline Shotwell, Paul Silvey, Agnes L. Smith, Bert Smith, Dorothy Smith, Frank H. Smith, Jesse E. Solter, Dr. and Mrs. Richard G. Soutar, F. M. Sparks, Robert Sparks, A. G.

Starr, Zetta E. Stephens, A. C. Stevens, Jr., Mildred Stevens, Herbert R. Stolz, Mr. and Mrs. Seymour I. Stone, L. Ferne Sumner, Mrs. Ruth G. Sumner, Mary J. Sweeney, Clarence E. Swenson.

Fred L. Taber, Paul D. Thomas, Roy H. Thompson, Ernest Vesper.

Alice Walsh, Mr. and Mrs. J. Hampton Watts, Samuel O. Welday, James A. Westcott, Jeanette Wheeler, Francis J. White, Annie C. Woodward, Myrtle F. Workman.

Sarah L. Young, Wayne Young, Lois Zeller.

(Additional Names on Page 46)

A SYMPOSIUM BY REPRESENTATIVE CALIFORNIA SCHOOL PEOPLE

A MILWAUKEE newspaper editorial stated that the convention program was "vibrantly alive to this momentous era," that no other institution, except perhaps the press, carries such a heavy burden as do the schools. It is "their job to preserve, help shape, and help protect democracy.

Again and again was this idea brought before the convention. H. V. Kaltenborn said, "It's time Americans learned that government is not something that gives and gives, but that it needs the service and help of the people."

Raymond Kelly, national commander, American Legion, expressed it thus, "The nation looks to them (the teachers) for the preparation of the mental attitude of the future which will make possible the defending and the continuation of a free America."

In the report on resolutions, the NEA pointed out to the teachers that to do this task effectively in the present emergency it was essential that normal and necessary educational services be maintained. The ultimate line of national defense is to be found in the loyalty, intelligence, health, technical skill, self-discipline, and character of the citizens.

Louise Beyer, Teacher, Berkeley High School; Member, CTA Council of Education; Chairman, State Committee on Medical Care and Hospitalization.

IT WAS a matter of professional pride to sit as a member of the California delegation on the floor of the Delegate Assembly. With 168 delegates the California delegation was the largest in the convention, and we believe the best informed.

We feel safe in adding the latter assumption because 68 of the California delegates gave some time most every day of the week in transit from Oakland to Milwaukee via Seattle, Vancouver, and Winnipeg, to a

study of the issues of the Convention and a discussion of the candidates.

The more lasting impressions which I personally received from the Convention did not come so much from the programs presented, but rather had to do with NEA itself and came from conversations with members of Headquarters Staff and from a study of the report of the budget committee, the executive secretary's annual report, and the annual reports of the various divisions. These impressions result in a more sympathetic understanding of the many problems faced by NEA and a greater confidence in the leadership to meet these problems successfully.

NEA, with well over a million dollars in assets and a total expenditure last year of more than \$835,000, is a big business institution. The budget as adopted by the convention had been carefully worked out in every detail and was unusually well presented. The finances of our national association are being most carefully supervised, and the financial condition of the Association at the present time is most encouraging.

Membership in NEA should be a matter of professional pride on the part of every teacher in the United States.

*Leonard L. Bowman, Santa Barbara;
NEA State Director for California.*

THE SPHERE of the educator is ever extending beyond the four walls of the classroom.

Some of the principal topics for discussion at the recent meeting at Milwaukee were The World Situation, Pan-American Relations, Political Issues of the Day, Democracy, and Conservation of Natural Resources. These subjects would not have been considered within the realm of the professional interest or concern of the teacher a few years ago.

The results of co-operation with other organizations within and outside the profession were also marked. Again and again we heard emphasized the importance of parents and the home environment and the necessity for community understanding and support.

*Mrs. J. W. Bingham, Palto Alto,
representing California and National Congress of Parents and Teachers.*

DEPARTURES from the regular convention program were three national seminars, each composed of a representative from each State and Territory. I was privileged to represent California in the seminar on

education and economic well-being in American democracy.

The view-points and practices as brought out by representatives from all parts of the United States were interesting and instructive. There seemed to be agreement that democratic ideals and economic welfare are at stake; that effective free schooling promises more equitable distribution of earned income; that sound economic education will benefit private business enterprises; and that public understanding and action must be secured.

To me the convention had a strong current of harmony and Americanism, heartening and re-assuring as we look to the uncertain days ahead.

C. A. Dickson, Principal, Thomas Jefferson High School, Los Angeles; representing Los Angeles High School Principals Association.

TO me the main event of the convention was the address of President Dykstra of University of Wisconsin. His delivery was most forceful and every sentence was packed full of ideas.

He told us "outworn and antiquated methods and outmoded leadership" must be discarded. It is a good thing to learn from an enemy.

In Germany there was a "unity of purpose, a perfection of organization and preparation, a precision of action and a will to accomplish which turned the defeatism of a decade ago into united action for a national goal."

"Education carries a heavy burden today. It must survey its responsibilities and its resources and gird itself for a supreme effort."

"The whole community,—not just the children—must come under the influence of the schools. The schools must make sure that the nation's moral and intellectual stamina will be sufficient for the day of trial."

Wm. P. Dunlevy, representing San Diego Teachers Association.

THE DETAILS of a great national convention—committee reports, department meetings, official business, etc.—often distract attention from the underlying motive of the gathering. This, however, was not the case with the Milwaukee convention.

That meeting was certainly dedicated to the preservation of the American Way of Life. That the democratic structure of

THE COMMON DEFENSE

Leonard L. Bowman, Santa Barbara; NEA State Director for California

AERICAN Education Week was never more important than in 1940. The 20th annual observance of American Education Week, November 10-16, will have truly grave significance in the life of our democracy and the welfare of public education.

The general theme for the week is Education for the Common Defense, and the theme for each day of the week is as follows:

Sunday, November 10—Enriching Spiritual Life. Monday—Strengthening Civic Loyalties. Tuesday—Financing Public Education. Wednesday—Developing Human Resources. Thursday—Safeguarding Natural Resources. Friday—Perpetuating Individual Liberties. Saturday—Building Economic Security.

Materials are now ready for the use of all types of schools to carry out this observance. Orders for these materials should be placed with National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

More than eight million parents and citizens visited their schools during American Education Week in 1939. "The greatest common defense the American people have erected, or can erect, is a system of Public Education adequate to meet the problems of this democracy."

The American people have a right to depend upon their public school teachers to keep them informed and interested in their public schools. American Education Week will afford us the opportunity to meet this responsibility in every community.

America was under attack from within as well as without our nation was universally recognized and acknowledged. That the American Way would continue and would ultimately prevail was the general opinion. The entire gathering, however, realized the tremendous struggle which was ahead if democracy was to continue to function.

One gathered the impression that the great National Association, speaking for the teachers of our Nation, was dedicating us and our efforts to the heroic task of preserving the American Way of Life. The serious unanimity with which the convention accepted this challenge convinced me that Education would continue to be the vital agency for the perpetuation of American Democracy.

Henry C. Hall, Jr., Superintendent, San Bruno Park School District, San Mateo County; Vice-President, CTA Bay Section.

Kelly urged teachers to stress the responsibilities of citizenship. Youth should be made to feel that it is their responsibility to defend the nation which has provided for them so many liberties and opportunities.

Joy Elmer Morgan, toastmaster, presented Cornelia Adair and Dr. F. M. Hunter who paid tribute to two veteran NEA workers, J. W. Crabtree, secretary 1917-34, and Carroll Pearse, president, 1911-12.

Helen F. Holt, representing Alameda Grade Teachers Club; former NEA Director for California.

ONCE again the NEA held a most satisfying convention. During each summer the leaders in the school world have an opportunity to get together.

A delegate body of some 1700 meets only three mornings to transact the business of the Association. New delegates may feel that too much has been worked out in advance through committees. However, the more experienced ones consider this method a definite step forward.

Data is collected during the year by each committee. NEA headquarters has an efficient staff. Material is assembled which is available to any group. With facts and figures from all parts of the country conclusions nation-wide in scope are reached. The findings of the committees are printed and presented to the delegates for final approval.

State and local associations also avail themselves of the agencies and statistical

TWELFTH Life Membership Dinner was dedicated to the 20th anniversary of American Education Week.

Mrs. William Kletzer, president, National Congress of Parents and Teachers and Raymond J. Kelly, national commander of American Legion, whose organizations cooperate with NEA in sponsoring the program for American Education Week, were the guest speakers.

Mrs. Kletzer spoke on the PTA's interest in the presentation of an educational program once a year. In discussing The School's National Obligation Commander

material at headquarters. This service is an investment that belongs to all members. The more it is used, the more it can grow in helpfulness.

Lottiellen Johnson, Teacher, Sacramento; President CTA Northern Section Classroom Teachers Department.

NEA began to take up teacher tenure seriously in the '20s when it appointed the Committee of 100 with Fred M. Hunter as chairman. Donald Du Shane assumed the chairmanship of the committee during the '30s.

Since the committee's general survey of 1920, extended legislation of tenure has prevented many injustices to teachers, students, and citizens. The present committee studies tenure laws and practices for the purpose of furthering the tenure movement, assists teachers associations in their efforts to secure legislation, and creates among teachers and the public a better understanding of the justice, reasonableness, and need of tenure.

The NEA platform adopted in 1934 contained the following statement:

"There should be legislation to protect teachers from discharge for political, religious, personal, and other unjust reasons, but the laws should not prevent the dismissal of teachers for incompetence, immoral, or unprofessional conduct."

This year, the NEA reaffirmed its prior commitments on tenure, continued the authority of the committee to investigate cases of unfair treatment and unjust discharge of members of the teaching profession, and also continued the appropriation of \$10,000.

The 1939-40 committee report, a document of 15 pages, should be read by all members of the profession. At present some 26 states have tenure legislation. The existence of this committee with \$10,000 at its disposal means much to the teachers of California and to the teachers of the nation who believe in the principle of "the square deal."

Ora L. Lefevre, representing Los Angeles High School Teachers Association.

THE following excerpt from Dr. Carr's report of the Educational Policies Commission to the Delegate Assembly is of outstanding significance:

"The obvious necessity of increasing and perfecting the national defense of this country against possible aggression from abroad

serves to direct our attention to the economic aspects of education.

"A country can scarcely make a better preparation for defending itself than to put itself in first-class economic condition.

"In such a process, the system of Public Education, including the elementary and secondary schools and the higher institutions, has a major responsibility.

"In all discussion of preparedness, with billions being appropriated for every type of munitions of war, teachers cannot forget nor allow others to forget that the ultimate line of national defense is to be found in the loyalty, intelligence, health, technical skill, economic efficiency, morale, and character of our citizens.

"In its contribution to such purposes, the American public school is to be regarded as an indispensable agency of national defense."

Ida May Lovejoy, Teacher, San Diego; Member, CTA Board of Directors.

IT WAS a distinct pleasure and privilege to attend this year's convention as delegate from the North Coast Section, California Teachers' Association.

The many and varied business and open conferences were interesting and instructive in every case. The evening sessions, at which several noted commentators appeared, were well-attended and certainly were the high spots of the convention.

The California delegation was conspicuous because of its numbers and the quality of professional experience represented.

Robert J. McKeay, Teacher, Mendocino High School; President, CTA North Coast Section.

AS TWILIGHT came over Milwaukee on the evening of July 4th, also came to close one grand convention.

Our physical comforts, from the weather man to the taxi-driver, had been good and our Wisconsin friends perfect hosts. Pleasures, scenery, friends, new educational devices and practices all that make a convention worthwhile to me were submerged in a new, but yet old, torch, "Americanism."

Americanism, not the flag-waving, emotional type, but a new love of country, a new serious every-day realization of the blessing we have of living under the Stars and Stripes, a new sense of duty and responsibility that I as a teacher must have.

To this love of country we must add a new devotion so ably expressed by H. V. Kaltenborn, "Not to see how much we may get, get, get from our country, but how

much we may give, give, give to her. Give of self, give of love, give of wealth."

A. J. Rathbone, Principal, Washington Union High School, Centerville.

THE convention this year, though not the largest, was one of the best and most successful of any in recent years.

The facilities were convenient and adequate. The large auditorium building had many smaller assembly-rooms and committee rooms, besides the main auditorium. There were also many such rooms in the hotels, which were located at convenient distances from the auditorium. The weather was perfect and the hospitality very fine.

A distinctive feature which was introduced for the first time this year was a series of three national afternoon seminars.

These seminars proved to be one of the most interesting and helpful features of the whole convention and may well be adopted in abbreviated form by state and local study-groups and organizations.

Another constructive and helpful feature introduced for the first time this year was a post-convention conference which worked on Friday and Saturday following the regular convention and was attended by association officers, State Directors and secretaries of State Associations.

This group discussed numerous and varied problems of educational welfare, school finances, including federal aid, NEA membership and administration, service of NEA to states, local organizations and individual members.

Boston was chosen for the convention in 1941, and Los Angeles invited the NEA for 1942.

Albert M. Shaw, Los Angeles; Member NEA Executive Committee; representing CTA Southern Section.

ONE of the themes most frequently discussed was what should be America's answer to the present world-wide crisis. Corollary to that problem was the question, What should the schools of our country do about it? Several addresses on this topic stimulated thinking and stirred up patriotic fervor. I gleaned the following:

1. A body of ideals stated by the great leaders of our republic constitutes our spiritual heritage. These ideals we should know. For them, and through them, we can and should live.

2. The days of "fat and easy living" are over. We must develop a new willingness to sacrifice if we are to survive as a nation.

3. There is need for an informed and inventive intelligence relative to political, social, and economic problems that shall equal the progress made in natural science and mechanical invention.

4. The social intelligence which we acquire must utilize democratic processes to solve such critical problems as unemployment, conservation of natural resources, the building of wholesome bodies, and the achievement of a worthwhile spiritual life, if free government is to be preserved.

5. The four points stated above constitute the modern challenge to the public schools of America. Our schools must provide open doors and effective teaching to all the children. These doors and that teaching must be equally available to adults if our citizens and our country are to be kept abreast of this fast-changing world.

Seymour I. Stone, Deputy Superintendent of Schools, Long Beach.

PERHAPS the most delightful affair of the convention was the California breakfast.

Leonard Bowman, NEA State Director for California, presided in his genial way. Mary Sweeney and her committee planned the lovely table decorations and served as hostesses. The beautiful gardenias used for favors were a gift from Mayor Rossi of San Francisco.

The program consisted of greetings by distinguished guests. All spoke of the beauty and charm of our State. Some told us other states in the Union are looking to California to continue as a leader of the best practices in education. Others praised our fine laws, which guarantee state support of education and provide for tenure and retirement.

We, of California, can help those who live in other states and who are less fortunate than we. Our dues in the NEA provide the sinews, which alone can increase moral and financial support for schools, and establish and maintain a better type of education in these United States. We must constantly keep in mind that education is the first line of National Defense. Let us do our part to keep this first line strong!

*Mary Virginia Morris, Los Angeles;
Member CTA Board of Directors.*

* * *

Biographical Directory of Leaders in Education, internationally-known reference book, is now appearing in its second edition. It contains about 18,000 biographical sketches, as compared with about 11,000 in the first edition, issued in 1932.

Many California school-people appear in the second edition. This well-printed and useful directory is published by the Science Press at Lancaster, Pennsylvania; price \$12.

SOCIAL SECURITY AND RELIEF

A DECLARATION OF POLICY BY THE CALIFORNIA EDUCATIONAL POLICIES AND PLANS COMMITTEE, JUNE, 1940

1. Valid Social Services

In a democratic society, the provision of adequate educational services for children is of paramount importance. In addition to this, every stable society must include other services, such as social security for the aged and relief for the needy. Plans for the financing of programs of social security and relief must not impinge upon the sources of taxation necessary for school support nor divert funds from the support of other equally necessary services.

2. Social Security and Self-Support Involve Individual Responsibility

A defensible plan of social security for the aged and relief for the needy must involve participation by the individual, by the employer, and by society as a whole through its governmental agencies.

3. Emergency Appropriations from School Budgets

The public school may, from time to time in emergencies, temporarily provide relief and services other than educational services for children for a limited period of time until other existing agencies or newly created agencies may take over such services. They must not become permanent charges against budgets specifically earmarked for educational services for children.

4. Educational Implications

The primary responsibility of the public school in contributing to the solution of problems in this area is that of developing through a planned long-term educational program the potential capacity of every individual is economic understanding, economic competency, and those knowledges, skills, habits and attitudes essential for self-support, thus reducing the need for undue expenditures for such services as social security and relief.

a. The school must effectively proceed to develop in each pupil a sense of individual responsibility, dependability, competency, willingness to work, honesty, integrity, and loyalty to those democratic ideals which demand that every members of a democratic society support himself and contribute his share to the necessary support of the society as a whole.

b. The public school must, through competent guidance, counseling, and training fit every pupil for occupational placement in needed production or service. It must acquaint every child to the full extent of his ability with a knowledge of sound economic principles. It must instill in every child a belief in the dignity of productive labor. It must give every child accurate knowledge of occupational trends and opportunities.

5. Basic Social Services Are Constitutionally Guaranteed

Recent increased costs of government have initiated searching examinations and evaluations of all publicly supported governmental services. Citizens must demand that such examinations and evaluations be impartially made and that full publicity be given to the cost of all governmental functions. Basic services such as public education, the financial support of which is now guaranteed in California by constitutional provisions, need not and must not be impaired in order to obtain funds for the support of new services.

JOHN A. SEXSON, Chairman.

CTA CONSULTING GROUPS 1940-41

THE INTER-RELATION OF PROSPERITY AND EDUCATION TO BE INVESTIGATED

Arthur F. Corey, State Director, CTA Consulting Groups

"Efficient universal education is the mother of national prosperity."

—Emerson.

ONE of the great American contributions to civilization has been the development of a broad public school system. In meeting today's problems the school, as an institution, is seeking to develop programs to re-solve the basic problems of society. The problems of the people are the problems of the school.

Economic Problems Basic

Economic problems are acute for the American people and important to education because they are basic to life itself. People must eat, wear clothes and find shelter. The security represented by the availability of these necessities demands adequate production and distribution of goods and services. This is economics.

When society through mismanagement or ignorance, fails to develop reasonable economic efficiency, many secondary problems become evident. The economic implications of crime, disease, unemployment, unrest, and even war, have been long recognized.

Defense an Economic Problem

America must quickly determine the type and extent of its defenses against possible aggression from within and without. Such a program, whatever its character, will demand a new alignment of our productive capacity and a new unity and morale out of which will come the willingness to make material sacrifices. Both of these imperatives are grounded in economic principles. National defense now seems to be our first economic problem.

Tentative Outline of Topics

The plan for this year offers four topics for consideration. No restriction is intended but the month named with each topic is suggested as a general schedule for the state:

Topic 1—October

Education and National Defense

Recent world events seem to indicate a new era in international affairs. Many intelligent Americans believe that we are now called upon to defend our ideals and soon may even need to defend our shores. The emphasis in this topic will probably fall upon the consideration of practical plans for developing the inner defenses of unity, intelligent patriotism and democratic appreciation upon which any concerted national action must be based.

Topic 2—November

Education and National Production

Modern economy, to compete with totalitarian systems, must continue to be highly mechanized. The operation of such a system requires people with technological skill and trained minds. The degree to which such a system can be operated without regimentation depends upon the level of appreciation and skill which has been achieved by the education of the people. The problem is highlighted in the present attempt to mobilize quickly the national industrial capacity for defense.

Topic 3—January

Education and the Economic Success of the Individual

The idea that it pays economic dividends to the individual to be educated has been recently out of style. If adequate education contributes to the general economic welfare it should also contribute to the individual economic welfare. The accepted plea for "Education for a more abundant life" would be much more convincing if supported by reasonable evidence that the "abundant life" would offer a more satisfactory standard of living.

Topic 4—February

The Economic Possibilities of Adequate Free Education

Not more than half of the nation's youth now find it possible to graduate from high school. In many communities the type of education given is woefully inadequate. Even though the contemplation of The Economic Possibilities of Adequate Free Education is hypothetical and looks far into the future, educational planners must consider not only the present emergency but the "long pull for the better day."

Summary—April

By April, the reports from Associates on all four topics should be on hand and tabulated. A summary of the material contained in the reports will be used as a basis for this discussion.

Mechanics of Group Organization

THE responsibility for organizing the local consulting groups and selecting the associates is delegated to the officers of each Section of California Teachers Association. The experience of the groups last year may be helpful. The average group contained 15 people of whom 7 were elementary teachers, 5 were high school teachers, one was an administrator and two were lay persons. Of 10 typical groups four were held in private homes, 5 were held in some suitable room in the schoolhouse and one was held in some public place, usually in connection with a dinner. Many groups reported light refreshments and some social good time in connection with the meeting.

Education Policies Commission has published two documents which will be useful to consulting groups this year. The first of these—*Education and Economic Well-being in American Democracy*—is a general interpretation of the interdependence of national prosperity and adequate free education. The second is a pamphlet—*Education and the Defense of American Democracy*—which will be helpful in the consideration of that topic by consulting groups. Both of these publications will be furnished to local associates in charge of groups.

Additional Materials Available

A brief article on each of the four subjects will be published in Sierra Educational News. These articles will provide the members of the groups with suggestive materials for study. The Associates will receive on each topic additional outlines, and bibliography similar to those furnished last year.

Reports of Discussion Important

In the program last year about 125 groups systematically reported their activities. These reports represent one of the most adequate samplings of professional thinking ever achieved in our state. It is hoped that even more groups will use the report forms provided this year to the end that, in summation, the program on Economic Welfare will represent a true mobilization and organization of the thinking of the teaching profession in California.

Credit Problems of Families, a study of credit as a phase of family financial planning, suggestions to homemaking teachers. This excellent, illustrated bulletin of over 100 pages is Vocational Division Bulletin 206, Home Economics Series 23, U. S. Office of Education; for sale by Superintendent of Documents, Washington, D. C., price 20 cents.

Present-day home economics instruction, dealing realistically with the various aspects of family living in this age, is increasingly placing emphasis upon family financial planning. This bulletin is of practical value to home economics teachers and to all who are concerned with the credit problems of families.

* * *

Physical Education

WILLIAM RALPH LAPORTE, professor of physical education, University of Southern California, Los Angeles, and chairman, national committee on curriculum research, College Physical Education Association, has compiled *The Physical Education Curriculum*, a national program. He and his committee deserve congratulations upon this valuable compendium.

University of Southern California Press has issued the second edition, revised and enlarged, and including elementary and secondary school score-cards. Price, complete

book, 88 pages, \$1.; score-cards, elementary, 20 cents; secondary, 30 cents.

The new edition includes the latest findings of the national research committee in the form of composite score-cards for evaluating elementary and secondary physical education programs, indicating their strong and weak points.

PASADENA 6-4-4 PLAN

NATIONAL EDUCATIONAL POLICIES COMMISSION STRONGLY INDORSES
PASADENA 6-4-4 PLAN

ONE of the most complete and satisfying indorsements of the six-four-four system of public school setup which Pasadena adopted many years ago and which is now in full swing in this community was given by Educational Policies Commission upon publication of the Commission's fourth book on American education.

The proposals which are quoted below are from a report written for the commission by John K. Norton, professor of education, Columbia University, entitled, *Education and Economic Well-Being in American Democracy*.

In order to raise America's standard of living and total income, says the report, a nation-wide three-point program is recommended which is believed to be basically

necessary for economic recovery and welfare. This program is briefly as follows:

1. Expansion of American school system to provide compulsory school attendance for at least ten years for every American child. Increasing the average number of years of free schooling for American youth to fourteen.
2. Expansion of well-planned vocational education to the point where boys and girls leave school ready to enter productive jobs.
3. Provision of free college or university training for every child of superior ability who wants to go on with his education, even though he and his family are unable to finance the advanced schooling.

Purposes of the proposed additional investment in education, the Commission said, are to raise American productivity, wages, buying power and consuming power.

Organization of the school system to fit new conditions could well be made as follows, the report indicated:

Six years elementary school, followed by a four-year junior secondary school, fol-

lowed by a senior secondary school with courses of study varying in length from two to four years.

The Commission suggested that states adopt as a guide for determining compulsory school attendance, the rule that schooling should continue until the pupil "can get and hold a job."

"Every state and community," said the report, "should do all it can to exceed the proposed compulsory, ten-year national minimum . . . Where conditions of poverty in the family are so severe as to prevent attendance, appropriate remedial and relief measures are obviously called for not merely on economic grounds but on grounds of common humanity as well."

ALL qualified American youths should be encouraged and aided, if need be, to go ahead in school to the extent of at least 14 years, the report continued. Young men and women who can absorb and use 14 or more years of schooling, to their own and society's benefit, should be increasingly trained for the upper levels of the trades and technical occupations, and for the semi-professional and professional fields. This is recommended in order that the average American income can rise as well as the total national income.

The report, contained in a beautifully bound blue and gold book containing about 230 pages, illustrated by Lynd Ward, may be secured through the Educational Policies Commission at 1201 Sixteenth Street, N. W., Washington, D. C.; price 50 cents.—From Pasadena School Review.

AMERICA FIRST

FROM A SERMON PREACHED IN THE NATIONAL CATHEDRAL, WASHINGTON, D.C., SEPTEMBER 7, 1924, BY RIGHT REVEREND G. ASHTON OLDHAM, D.D., BISHOP OF ALBANY, NEW YORK

NOT merely in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

Not in splendid isolation, but in courageous cooperation.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not in pride, arrogance and disdain of other races and peoples, but in sympathy, love, and understanding.

Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "America First."

A CALL TO DUTY

Roy W. Cloud

SCHOOLS in California are re-opening. Many school plants have been repainted and repaired. In San Francisco new schools, including two buildings of the Junior College, have just been completed. These and other new structures throughout California will be dedicated to their duty of housing a host of young people who are eager to understand the many problems which present themselves continuously.

The boys and girls of the United States are facing conditions which have never been presented before to these children. World affairs portray a scene dreadful and sinister. Wars, devastating and deadly, are raging in Europe, Asia and Africa. Nations of antiquity have fallen and their peoples have become subject to dictatorial control.

Daily, newspapers bring their stories of the bombing of cities and countries by huge machines that fly through the air faster than the flight of birds. Every American reader is compelled to wonder when similar conditions may come to this country which has been known so lovingly as "The land of the free and the home of the brave."

Billions of dollars are being expended to provide for national defense. Every taxpayer should be proud to be called upon to pay his share for protection of the homeland.

National Defense

National defense is not only to be the work of the Army and the Navy. Those who man the huge dreadnaughts or the swift destroyers have mighty tasks to perform. The pilots who daily risk their lives in building up a great air force must know how to coordinate their activities and time their decisions to instant responses. The armed forces, mechanized to the latest degree of efficiency, must be prepared to overcome every obstacle that may be in their paths.

It is necessary that the schools re-

new their teachings of fundamental ideas of Work and Discipline and Patriotism. Otherwise, where and how can our country continue as a democratic nation? Where and how can the men who will be mobilized, either by enlistment or by conscription, be trained for their particular jobs, whether it be in industry, in a profession, or in military service? The one place for such training should be the schools of America.

The teachers of California have a great responsibility as they return to their schools. Theirs is the duty of making America strong and great. No longer can we depend for protection upon the oceans on our eastern and western boundaries. The will and determination of our people must be our guard and defense.

Teach True Patriotism

The time has passed when anyone can question his right to serve or not to serve his country. Public education must demonstrate that its workers are true Americans who will inspire their pupils with real American ideals. Unity of purpose, unflinching faith in American principles of self-government and real love of country must be the program for every California school.

Our teachers must be the leaders if the public school is to continue to hold the place it has attained in the minds of the citizens who so willingly support it as America's most useful institution.

Our fathers gave to us a nation great in accomplishment which had been handed down to them by men devoted to the principles that life, liberty and the pursuit of happiness are the rightful heritage of every citizen. At Saratoga, at Valley Forge, at Yorktown, at New Orleans, at Gettysburg and Vicksburg, Americans fought that our nation might be founded and perpetuated and united. Our Declaration of Independence, our Constitution, and our Bill of Rights, are our guarantees of freedom of action and

thought and our right to worship God in our own way.

TEACHERS of California, we must renew our determination to train our boys and girls to be loyal and faithful citizens of the best country in the world. The call is immediate—the time for action is now. The eyes of the nation are upon our work and upon our product. We must make our services and our schools available for every just demand.

We must help in every way in the formation of public opinion that believes in America and all of the fine principles that our government has stood for since its founding.

We must do our full part to give to the world young men and women who are so trained that they can coordinate their activities in the most effective manner.

We must produce citizens who have well-developed bodies and minds and who are willing to do their full duty for their country whatever the call may be.

We must have as the product of our schools right-thinking individuals who will be willing to put service before self in the preservation of the nation's integrity as a God-fearing, liberty-loving country willing to follow the principle that the Golden Rule should prevail among the nations of the world.

* * *

Everyday Problems in Science, by Beauchamp, Mayfield and West, the high school general science book of the Basic Studies in Science Program, published by Scott, Foresman and Company, now appears in its 3rd edition; 780 pages, 532 pictures; price \$1.72.

The extent of modern scientific development which touches the lives of boys and girls today presents a problem in selection to any maker of science courses. The authors of this 1940 revision, by improving the quality and treatment of the subject-matter rather than adding to the quantity, have made it possible, in the space available, to take care of present-day needs and interests of pupils in science.

California representatives of Scott, Foresman and Company are, — Charles F. Scott, Pasadena; A. H. Goddard, Berkeley; E. B. Wickersham, Palo Alto.

SCHOOL DISTRICT COSTS

ATTENDANCE AND EXPENDITURES IN CALIFORNIA SCHOOL DISTRICTS—1929-1939. PART 2.

Elmer H. Staffelbach, Ph.D., Director of Research, California Teachers Association

In the fall of 1929 occurred what has been called the "beginning of a depression." The years since 1929 have witnessed various trends in our financial, economic, and social affairs. It is believed that this attempt to give a picture of attendance and expenditure trends in those educational units of the state which are directly amenable to public control, may be both interesting and enlightening. This is Part 2, dealing with secondary schools. Part 1, covering elementary schools, appeared in the June issue.—Ed.

Part II

Expenditures and Attendance in California High School Districts 1928-29 to 1938-39

The figures of Table 5 set forth a picture that is far less obvious and simple than that depicted in Table 1. It will be remembered that the curve of current expenditures in elementary school districts was directly and plainly affected by "depression" influences, and that the factor of changing attendance was of relatively slight importance for the reason that such fluctuations in attendance as occurred were relatively small.

Table 5 shows that high school attendance on the other hand increased enormously throughout the ten-year period, and served to affect current expenditures even more, in all probability, than depression influences.

A study of the figures in Table 5 will reveal the fact that depression influences were plainly in operation, and that those influences affected ex-

penditures in high school districts in much the same way that they affected expenditures in elementary school districts. Gross current expenditures in high school districts, like similar expenditures in elementary districts, were on the upswing in 1928-29. This upward trend continued until 1930-31, after which year they fell off slightly to a low of \$52,057,039 in 1933-34. From 1933-34 onward gross current expenditures grew every year until in 1938-39 they were over 18 million dollars greater than in 1928-29.

Current Expenditures in Proportion to Attendance

During the ten-year period average daily attendance of pupils increased enormously and rather steadily. The 1938-39 attendance shows a gain of 165,630 (60.2%) over the attendance of 1928-29.

The effects of "depression" influences when the rapidly increasing attendance has been allowed for, can

better be seen in the fifth column of Table 5, which gives current expenditures per pupil in average daily attendance. The trend revealed in this column is in some respects similar to that in elementary school districts. "Pre-depression" influences operated to increase current expenditures per student until a "high" of \$192.07 was reached in 1929-30. Thereafter unit-expenditures decreased until a "low" of \$142.00 was reached in 1933-34. Thereafter occurred an upswing to \$160.73 in 1938-39. This latter figure, however, was still \$30 (15.6%) below the current expenditure per pupil in 1928-29.

Estimating the Effects of Depression Influences on Current Expenditures

Obviously gross expenditures mean little or nothing in the face of such enormous increases in attendance as occurred in high school districts during this period under study. Expenditures per pupil in average daily attendance seem to offer the only approach to a reasonable estimate of the effects of the "depression."

A drop in current expenditures per pupil in high school districts occurred in 1930-31, one year earlier than a similar decrease occurred in elementary school districts. Whether this drop was due to depression influences or to some other factor or factors it is impossible to say. For sake of consistency estimates in Table 6 are based on the year 1930-31.

The estimated reduction in current

Table 5. Expenditures and Average Daily Attendance in High School Districts in California 1928-29 to 1938-39

Year	Current Expenditures	Capital Outlays	Total District Expenditures	Average Daily Attendance	Current Expenditures per unit of A. D. A.	Total District Expenditures Per unit of A. D. A.
1928-29	52,698,673	12,723,295	65,421,968	274,863	191.72	238.01
1929-30	57,048,963	14,330,858	71,379,821	297,012	192.07	240.33
1930-31	60,272,830	14,310,291	74,583,121	318,950	188.97	233.84
1931-32	60,041,587	8,352,781	68,394,368	336,755	178.29	203.09
1932-33	52,864,597	4,116,156	56,980,753	354,393	149.17	160.78
1933-34	52,057,039	3,398,906	55,455,945	366,586	142.00	151.28
1934-35	54,307,805	6,789,496	61,097,301	375,449	144.65	162.73
1935-36	57,685,683	13,637,093	71,322,776	380,101	151.76	187.64
1936-37	61,132,577	18,843,591	79,976,169	398,218	153.50	200.83
1937-38	67,165,911	12,733,313	79,899,224	418,121	160.64	191.09
1938-39	70,801,648	18,646,190	89,447,838	440,493	160.73	203.06

expenditures in high school districts during the period 1931-32 to 1938-39, inclusive, totals \$104,213,068, as shown in Table 6. Though there may be some question about the causes underlying these reductions, there can be no doubt about the reality of the reductions themselves.

Reductions in Capital Outlays in High School Districts

Capital outlays in California high school districts amounted to \$12,723,295 in 1928-29. For the next two years they stood nearly 2 million dollars above this figure. Thereafter they were drastically reduced, even in the face of greatly increasing attendance, until 1935, the year when the earthquake-proofing law made enormous capital expenditures mandatory on the districts. Since 1935 capital expenditures have fluctuated on an average somewhat above the 1928-29 figure.

Table 7 shows the amount of actual reductions in capital expenditures during the period under study. The Table also shows the amount of reductions in capital expenditures in proportion to the number of pupils in average daily attendance.

Sub-Table B

Capital Outlays Per Pupil in Average Daily Attendance in California High Schools — 1928-29 to 1938-39

Year	
1928-29	\$46.29
1929-30	48.25
1930-31	44.87
1931-32	24.80
1932-33	11.61
1933-34	9.27
1934-35	18.08
1935-36	35.88
1936-37	47.32
1937-38	30.45
1938-39	42.33

If we take the entire period, 1929-30 to 1938-39, the *actual* reduction in capital outlays from the base of 1928-29 totals \$12,074,272, in spite of heavy increases since the earthquake-proofing legislation of 1935. For the period 1929-30 to 1934-35 the *actual* reductions total \$25,041,279. These figures ignore the fact that average daily attendance was growing enormously from year to year throughout the entire period.

When capital expenditures are con-

Table 6. Estimated Effects of Depression Influences Upon Current Expenditures in High School Districts, based on Expenditures per pupil in Average Daily Attendance in year 1930-31

Year	Per Pupil in Average Daily Attendance	Reductions
		Total Reductions
1930-31	Base	Base
1931-32	\$10.68	\$ 3,596,543
1932-33	39.80	14,104,841
1933-34	46.97	17,218,544
1934-35	44.32	16,639,900
1935-36	37.21	14,143,558
1936-37	35.47	14,124,792
1937-38	28.33	11,845,368
1938-39	28.24	12,539,522
		Total \$104,213,068

Read the Table thus: The current expenditures per pupil in average daily attendance in high school districts was \$10.68 less in 1931-32 than in 1930-31. This amount multiplied by the number of pupils in average daily attendance (336,755: see Table 5) equals \$3,596,543, the estimated reduction due to depression influences in 1931-32. Similar estimates are given for all years from 1931-32 to 1938-39 inclusive. The total of \$104,213,068 is the estimated total reduction in current expenditures for the period.

Table 7. Reductions and Increases in Capital Outlays in California High School Districts 1929-30 to 1938-39, based on Capital Outlays in the Year 1928-29

Year	Reduction from Outlays in the year 1928-29			Increases Over Outlays in the year 1928-29		
	Actual Reductions	Reductions per Pupil	Reductions in proportion to attendance	Actual Increases	Increase per Pupil	Increase in proportion to attendance
1928-29	Base	Base	Base	Base	Base	Base
1929-30				1,607,563	1.96	582,144
1930-31		1.42	452,909	1,586,999		
1931-32	4,370,514	21.49	7,236,865			
1932-33	8,607,139	34.68	12,290,349			
1933-34	9,324,389	37.02	12,460,414			
1934-35	5,933,799	28.21	10,591,416			
1935-36		10.41	3,956,851	913,798		
1936-37				6,120,296	1.03	410,165
1937-38		15.84	6,623,037	10,018		
1938-39		3.96	1,744,352	5,922,895		
Net Reduction or net increase for the period	\$12,074,272		54,363,884			
Net Reduction for period 1929-30 to 1934-35	25,041,279		42,449,809			

sidered in proportion to attendance, reductions are credited to all but two years of the period: 1929-30 and 1936-37. In the year 1929-30 depression influences were probably not yet operating, and the increase in 1936-37

may well be explained as an effect of the 1935 legislation already mentioned. Total net reductions figured with respect to attendance total, for the period 1928-29 to 1938-39, come to \$54,363,884.

Summary Concerning Depression Influences Upon Expenditures in California High School Districts

Current expenditures in high school districts have shown actual increases in gross amounts over current expenditures in 1928-29 for every year of the period under study with the exception of the year 1933-34. Thus effects of depression conditions on gross current expenditures have been more than offset by rapidly increasing attendance. Even the enormous gain in average daily attendance, however, did not fully offset retrenchments in capital outlays. For the entire period there occurred a *net* reduction in capital expenditures of over 12 million dollars. For the period 1929-30 to 1934-35, the net reduction figure in actual capital expenditures is over 25 million dollars.

Estimated on the bases of expenditures in the year 1928-29, with allowances for gains in attendance, the effects of "depression" influences upon expenditures in California high school districts may be summed up as follows:

Reductions in Current Expenditures (1930-31 to 1938-39 inclusive).....	\$104,213,068
Reductions in capital Expenditures (1929-30 to 1938-39 inclusive).....	42,449,809
Total Reductions in Expenditures.....	\$146,662,877

It is, of course, impossible to determine with any degree of certainty what trends expenditures would have

taken in the absence of depression influences. The trend in high school districts previous to, and for a year following, 1928-29 was definitely upward. The above estimates are based upon the assumption that expenditures would have remained stationary on the base year level had depression factors not entered. The likelihood that they would have continued upward is at least as great as that they would have turned downward. For this reason, it is probably safe to assume that high school districts in California would have spent something like 146 million dollars more than they actually did spend during the 10-year period, had the depression not operated to offset these expenditures.

Expenditures and Attendance in California Junior College Districts —1928-29 to 1938-39

Expenditure and attendance trends in junior college districts both show enormous increases during the ten-year period 1928-29 to 1938-39. Current expenditures increased from \$1,765,638 in 1928-29, to \$5,200,681 in 1938-39—a gain of 184.6%. Capital

expenditures increased from \$303,722 in 1928-29, to \$1,004,302 in 1938-39—a gain of 230.6%. During the same period the increase in attendance was from 7,218 to 28,368 units of average daily attendance—a gain of 293.0%.

As has already been shown to be true in elementary and high school districts, expenditure trends in California junior college districts were on an upswing in 1928-29. This was true of both gross expenditures and unit-expenditures per student. This trend continued through the year 1929-30, when a current expenditure "high" of \$262.26 per student was reached. The earliest effects of "depression" influences appear to have operated in 1930-31, when a reduction in expenditure per student occurred. This downward trend continued until 1932-33, after which the trend was upward until the year 1937-38, when a current expenditure "low" of \$143.75 was reached.*

Capital expenditures per student in average daily attendance fluctuated erratically throughout the period under study. Apparently they reveal some effects of "depression" influences, in that they tend to "sag" during the years 1932-33 and 1933-34. In general they seem to show the effects of unforeseen increases in attendance and somewhat belated efforts on the part of the districts to catch up on their building needs. Under condi-

* This low figure for 1937-38 can probably be correctly accounted for on the grounds of abnormal attendance increases in that year. Junior college district budgets appear to have allowed for a "normal" increase in students, whereas the actual increase was 9300 students, a gain of over 52%!

Table 8. Average Daily Attendance and Expenditures in Junior College Districts in California, 1928-29 to 1938-39

Year	Total current expenditures	Capital outlays	Total district expenditures	Average daily attendance	Current expenditure per unit of A. D. A.	Total district expenditure per unit of A. D. A.
1928-29	1,765,638	303,722	2,069,360	7,218	244.62	286.69
1929-30	2,247,015	229,189	2,476,204	8,568	262.26	289.01
1930-31	2,439,132	381,094	2,820,226	10,192	239.32	276.71
1931-32	3,298,434	1,111,012	4,409,446	15,693	210.18	280.98
1932-33	3,227,345	571,003	3,798,348	18,778	171.86	202.28
1933-34	3,203,547	600,284	3,803,831	17,126	187.06	222.11
1934-35	3,132,947	828,950	3,961,897	17,706	176.94	223.76
1935-36	3,325,428	921,139	4,246,567	17,486	190.18	242.85
1936-37	3,573,037	1,670,741	5,243,778	17,894	199.68	293.04
1937-38	3,910,567	647,328	4,557,895	27,203	143.75	167.55
1938-39	5,200,681	1,004,302	6,204,983	28,368	183.33	218.73

tions involving such rapid and apparently unexpected increases in attendance, a rationally planned building program was, of course, almost impossible to carry out. In all probability the upward jumps in capital expenditures per student which occurred in 1935-36 (\$52.68) and in 1936-37 (\$93.37) were in part occasioned by the earthquake-proofing provisions of the 1933 law already mentioned.

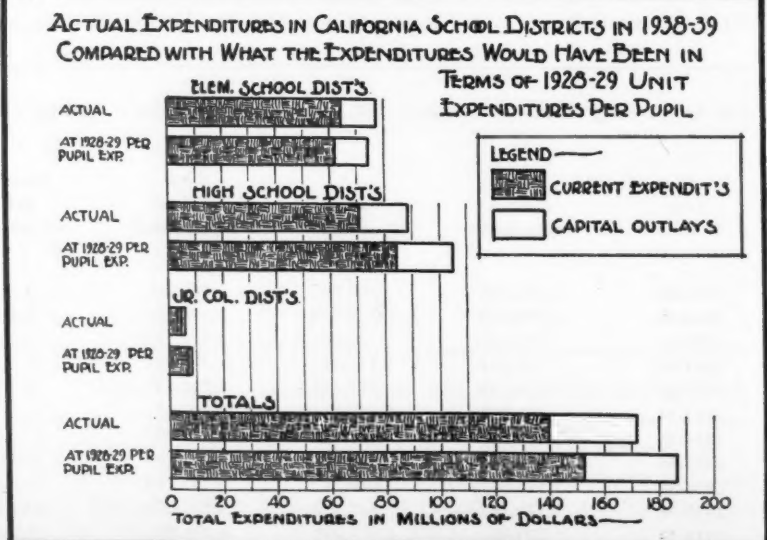
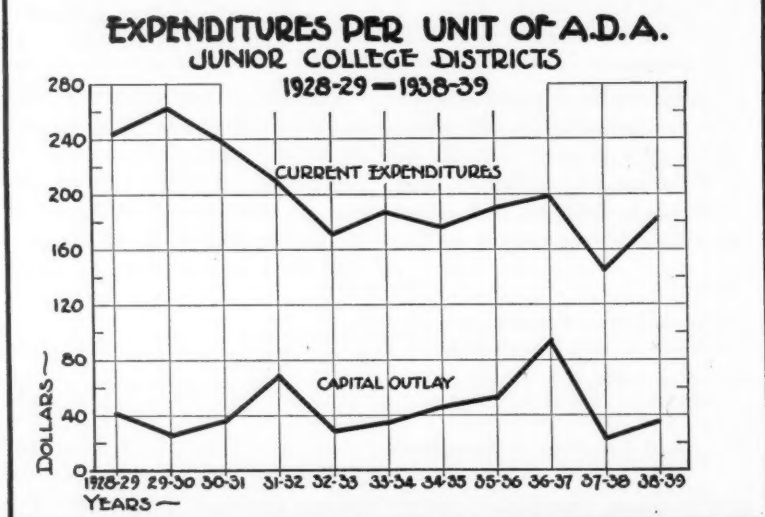
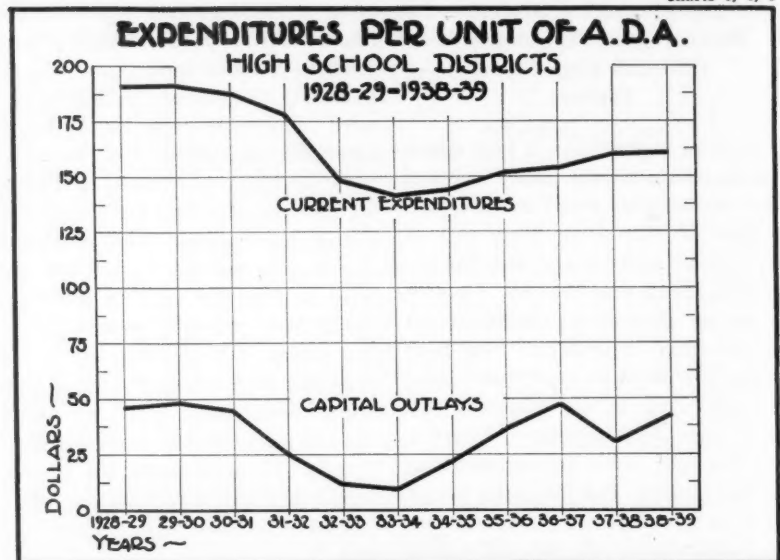
Estimating the Effects of Depression Influences on Current Expenditures in Junior College Districts

It is obvious, under the conditions of rapid attendance increases prevailing in junior college districts during this period, that gross current expenditures mean nothing in themselves. Even expenditures per unit of attendance under such extreme conditions must be interpreted with care. Certainly current expenditures greatly decreased in relationship to attendance. How much such decreases were due to depression influences, and how much to the failure of district authorities to anticipate by budgetary provisions the enormous growth in attendance, it is not possible to say. For this reason, the title of Table 9 below is stated in terms of reductions without reference to causes.

Table 9 shows that had the current expenditure per student of 1928-29 been maintained throughout the ten-year period (1929-30 to 1938-39), California junior college district current expenditures for the period would have been \$10,230,769 greater than they actually were. However, as has been said above, how much of the total reduction was due to depression influences, and how much to other factors, it is impossible to determine.

Capital Expenditures in Junior College Districts

A number of factors make the capital outlay picture during this period from 1928-29 to 1938-39 confusing. In the first place, the junior college is a relatively new and rapidly growing institution. Capital outlays have not had time to "level off" on what can be considered a "normal" trend.



Another factor that contributes to confusion is the rapid and rather erratic rise of the attendance curve. A third set of factors which probably affected capital expenditures grew out of the depression; and, finally, there are the indubitable, but incalculable, effects of the law of 1933 requiring earthquake proofing of buildings. Table 10 presents reductions from the year 1928-29 as a base weighted by the average daily attendance of students in each given year. They are presented only for what they are: actual reductions from the capital expenditure figures of 1928-29, with allowances for changing attendance figures.

Sub-Table C

Capital Outlays per student in Average Daily Attendance in California Junior College Districts 1928-29 to 1938-39

Year	Capital Outlay per Student in Average Daily Attendance
1928-29	\$42.08
1929-30	26.75
1930-31	37.39
1931-32	70.80
1932-33	30.41
1933-34	35.05
1934-35	46.82
1935-36	52.68
1936-37	93.37
1937-38	23.80
1938-39	35.40

The figures of Table 10 show, as a result of the various factors acting during the ten-year period, a net gain in junior college capital expenditures of \$421,387. For sake of consistency this figure is totaled, negatively of course, with the reduction totals of Table 9. Thus the rather inconclusive results of computations concerning expenditures in junior college districts for the period 1928-29 to 1938-39 are these:

Net reductions in junior college district current expenditures for the period 1929-30 to 1938-39	\$10,230,769
Net reductions in junior college district capital expenditures for the period 1929-30 to 1938-39	-421,387
Total net reductions in current expenditures and capital outlays	\$ 9,809,382

Table 9. Reductions in Current Expenditures in California Junior College Districts 1929-30 to 1938-39, Calculated on Bases of Expenditure per Student in Average Daily Attendance from the base year 1928-29

Year	Reductions from Base year 1928-29 Reduction per student	Total Reduction
1928-29	Base	Base
1929-30	-17.64	-152,853
1930-31	5.30	54,018
1931-32	34.44	540,467
1932-33	72.76	1,366,287
1933-34	57.56	985,773
1934-35	67.68	1,198,342
1935-36	54.44	951,938
1936-37	44.94	804,156
1937-38	100.87	2,743,967
1938-39	61.29	1,738,674
Total Net Reductions of period 1929-30 to 1938-39		\$10,230,769

Table 10. Reductions and Increases in Capital Expenditures in Junior College Districts from Capital Expenditures in the Year 1928-29, figured in proportion to Average Daily Attendance of Students

Year	Reductions per student	Total Reductions	Increases per student	Total Increases
1928-29	Base	Base	Base	Base
1929-30	15.33	131,347		
1930-31	4.69	47,800		
1931-32			28.72	450,703
1932-33	11.67	219,139		
1933-34	7.03	120,395		
1934-35			-4.74	93,926
1935-36			-10.60	185,351
1936-37			-51.29	896,857
1937-38	18.28	497,271		
1938-39	6.68	189,498		
TOTALS		1,205,450		1,626,837
Net Increase for the period 1929-30 to 1938-39				\$ 421,387

GENERAL SUMMARY

IT now remains to bring together the figures in the foregoing tables in order to get an estimate of the total effects of depression influences on expenditures in the three types of Cali-

fornia school districts. Table 11 serves this purpose.

It will be seen from Table 11 that had pre-depression expenditures per unit of average daily attendance in the types of districts been maintained, total expenditures would have been \$231,046,237 greater than they actually were. It is impossible to say certainly that this figure represents the exact effects of depression influences on district expenditures. In view of the several factors which operated concurrently with depression influences

(especially as affecting capital outlays) there can be little doubt that depression influences during the period were considerably greater than indicated by this figure. It is therefore safe to accept \$231,046,237 as a conservative estimate of reductions in district expenditures resulting from depression influences.

1938-39 Expenditures in Unit-Expenditures

It may be of interest to compare total *actual* expenditures at the close of the period under study (1938-39) with what those expenditures would have been had the pre-depression expenditures per student been still operating. Table 12 provides this comparison, which is also portrayed in Chart 5.

Total actual expenditures in 1938-39 were \$172,742,152. If the expenditure per student in average daily attendance in each of the three types of districts had been the same in 1938-39 as in 1928-29, the expenditures would have totaled \$187,048,120, or \$14,-

305,968 (8.3%) more than the actual expenditures of 1938-39.

In both the high school and junior college districts unit expenditures run much lower in 1938-39 than in 1928-29. The slight tendency in the reverse direction in elementary school districts may be due to any one or all of several obvious factors. One such factor appears as a reaction to the "lean" years of the depression when elementary school services and supplies were drastically curtailed through

reduced budgets. Another may be demands for increased elementary school services such as libraries, laboratories, art, music, health provisions and the additional personnel and supplies such services require. In all probability, too, the operation of the minimum salary law led to a slight jump in elementary school district expenditures.

The most significant fact in the summary is that education in California was, in effect, costing the people over fourteen million dollars less in 1938-39 than in 1928-29.

Table 11. Reductions in Expenditures in California Elementary School, High School and Junior College Districts in proportion to attendance — 1928-29 to 1938-39

Type of District	Reductions in proportion to attendance.		
	Current Expenditures	Capital Outlays	Total Expenditures
Elementary School	\$ 43,825,391	\$30,748,587	\$ 74,573,978
High School	104,213,068	42,449,809	146,662,877
Junior College	10,230,769	421,387	9,809,382
Totals	\$158,269,228	\$72,777,009	\$231,046,237

Read the table thus: If pre-depression expenditures per unit of average daily attendance had continued throughout the period, total expenditures in California elementary school, high school, and junior college districts would have been \$231,046,237 greater for the period than they actually were.

Table 12. Actual Expenditures in Elementary School, High School, and Junior College Districts in 1938-39, compared with what those Expenditures Would Have Been in Terms of 1928-29 Unit Expenditures per pupil

Type of District	Actual Expenditures 1938-39			Expenditures necessary to maintain the 1928-29 Expenditure per pupil		
	Current Expenditures	Capital Outlays	Total Expenditures	Current Expenditures	Capital Outlays	Total Expenditures
Elementary School	\$ 64,217,992	\$12,871,339	\$ 77,089,331	\$ 62,108,603	\$11,964,956	\$ 74,073,559
High School	70,801,648	18,646,190	89,447,838	84,451,318	20,390,421	104,841,739
Junior College	5,200,681	1,004,302	6,204,983	6,939,380	1,193,442	8,132,822
Totals	\$140,220,321	\$32,521,831	\$172,742,152	\$153,499,301	\$33,548,819	\$187,048,120

Read the Table thus: Expenditures in elementary school districts in 1938-39, totaled \$77,089,331. If the expenditure per pupil in 1938-39 had been the same as in 1928-29, the total in 1938-39 would have been \$74,073,599, etc.

California History

Review by Roy W. Cloud

CAXTON Printers of Caldwell, Idaho, have issued a *Child's History of California* by Miss Enola Flower, fourth grade teacher in the William Land School, Sacramento.

Miss Flower has prepared a detailed account of California's story. In addition to listing most of the major factors of the state's history, she writes in an interesting manner of the Indians, the missions, the early settlers and the thrilling historical

events just preceding and following the admission of California into the Union. She closes her story with California today.

The book is splendidly illustrated with photographs and drawings. The illustrations on the final pages are of the two San Francisco Bay Bridges and a picture of the China Clipper winging its way over the City by the Golden Gate.

This book should be of interest to everyone who loves California. It contains 182 pages; price \$2.50.

* * *

Educational Policies Commission has recently issued two important documents,—

For These Americas, Education for Inter-American Friendship, 16 pages; *Cultural and Social Elements in the Education of Teachers*, 52 pages. For copies of these bulletins address the Commission at 1201 Sixteenth Street, Northwest, Washington, D. C.

The Commission urges that public school systems and institutions of higher education review and modify their policies in this field in order that education may make a substantial contribution to international understanding in the Western Hemisphere. The Commission is a cooperative effort to develop long-time planning for American education.

CLASSROOM TEACHERS

CTA CLASSROOM TEACHERS DEPARTMENT, CENTRAL COAST SECTION

Donald G. Wright, Teacher, Junior High School, San Luis Obispo; President

EXECUTIVE Board of Central Coast Section, Classroom Teachers Department, held its meeting this spring at King City. The following members of the board were appointed to committee chairmanships:

Arthur Hull, Sunset School, Carmel — Legislative Committee.

Marvin S. Willard, Emerson School, San Luis Obispo — Education Committee.

Mrs. Hazel Bengard, Olympia School, Hollister — Extension Committee.

The Education Committee under direction of Mr. Willard is planning on making up a pamphlet describing the organization and work of the Classroom Teachers Department of this section. It hoped that this step will help to bring to the teachers in this section an understanding of the functions of this department, and act as a source of information that should be helpful to the new teachers and a guide to officers in the department. The committee plans to have the pamphlet ready for distribution at the Section Convention and Institute, which will be held in Santa Cruz in November.

The Classroom Teachers Department is vitally interested in securing some form of hospitalization and medical care for the teachers in this section. In a number of school systems some form of medical care is being tried. The Classroom Teachers Department of this Section is encouraging the adoption of some form of hospitalization and medical care for its teachers and this next school year will undoubtedly find many more schools in this section embodying some form of socialized medicine or group insurance plans to protect the teachers.

This is a service that is greatly needed, but one that requires careful study. The experiments in the types of service that are being used in this section are being carefully watched so that comparative studies may be made that will act as guides to teachers who

plan to adopt some medical service in the future.

The teachers of California are greatly indebted to the work of California Teachers Association in the past year and should be proud of its accomplishments. Let us hope that our enrollment, that is the largest it has ever been, will continue to grow this next year.

The school year of 1940-41 will be a difficult one for the teachers throughout our various sections and a closer unity will be more evident as the school year progresses.

Relief expenditures plus the additional expenditures for armed protection are increasing the tax burden on the public. Educational agencies will be called upon, therefore, by stronger forces than before to curtail many of their present activities.

Education will need a united support greater than ever to protect the advances we have made in the past. This can only be done by the united efforts of the teachers in our state to cooperate in one large organization, the California Teachers Association.

Donald G. Wright, President



Every member of California Teachers Association should take it as his or her own personal responsibility to foster the membership in our organization, so that if emergencies do arise we will be ready and prepared to meet them.

The new teachers that are beginning their work in school systems throughout the state need to be told of the work of California Teachers Association and many of the old teachers need to review it. The Classroom Teachers Department through its Extension Committee are planning on getting 100 per cent county memberships throughout the Section and asks the cooperation of all former members in gaining this goal.

* * *

Teaching Science

Teaching Science to Little People

Laura Bell Everett, Berkeley

THE well-known fact that children reading for their own enjoyment choose material two years below their actual reading age, will make a new group of bright-jacketed little books of interest to many young folk. Young students who "take" science will read these books assiduously upon occasion.

Looking at the Moon, A Trip on Many Waters, and The Story of Bees, are the latest of the Children's Science Series, prepared by Pennsylvania Writers' Project and sponsored by Pennsylvania Department of Public Instruction. Thirty such little volumes are planned, of which *The Ladder of Clouds, The Book of Stones, and Snow, Glaciers, and Icebergs*, have already appeared.

The small size, the pictured jackets, the illustrations, many of them colored, and the large print, all make this series attractive to the younger readers, as well as the simple wording, "carefully checked against standard lists."

A child who can read at all will make his way through the ones that appeal to him, while the older slow reader will welcome them and wonder why other books can not be equally understandable.

The only one whose title is not sufficient is *A Trip on Many Waters*, which traces the development of spring, brook, stream, and river, using the Mississippi-Missouri for illustration.

These are Junior Press Books, Albert Whitman, Chicago, 50 cents each.

ELEMENTARY PRINCIPALS

CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Alton E. Scott, Livermore, President

CALIFORNIA Elementary School Principals Association is embarking upon its 13th year as a statewide organization. The members are looking forward to another year filled with fellowship and careful study of elementary school problems.

1939-40 was a banner year in the short history of this Association. *Children's Interests*, the 12th Yearbook, was edited by Ray Dean of Sacramento. It has been enthusiastically received throughout the state and is providing references in an area which had heretofore been very lightly surveyed.

The state conference in Santa Barbara and the several sectional conferences held throughout the state were highly successful. An abundance of constructive thinking was carried on in these meetings. Every principal in attendance was highly inspired. Much credit for the success of these meetings is due Helen Heffernan of the State Department of Education. It has been through her leadership and guidance that these meetings have been planned. In addition to the state and sectional conferences there were many local group meetings held in counties and cities throughout the state.

Plans for 1940-41 are rapidly taking shape. Much of the work that is done this year will be a continuation or expansion of that which has already been started.

The Elementary School Environment and The Modern Curriculum is the title of the 13th Yearbook to be published by this Association. Editor Lester Sands has an able committee and the publication promises to be a worthy addition to the 12 earlier publications which have been so well received.

Requests for earlier editions of yearbooks have been so numerous that Sarah Young of the Parker School,

Oakland, has been appointed yearbook distributor. Copies of the 9th, 10th, 11th and 12th yearbooks may be purchased from Miss Young.

Study Committees for 1940-41 will include safety, school bus transportation, radio, certification, and conservation. The Certification Committee will work in cooperation with the CTA Council Committee in their study. The Committee on Conservation will work in cooperation with Pearl Chase of Santa Barbara.

It is the function of the State Association to coordinate the work carried on in the six sections and the many local organizations. This is done through the executive board, which is representative of the entire association.

Memberships in the association have shown a steady growth each year. The 1940-41 committee, under leadership of E. J. Spiering of Ferndale, has set 1400 as its goal for this year. The all-time high in membership is 1275, reached in 1939-40.

The News Bulletin will be under the editorship of Gerald Jacobus of



Alton E. Scott

Hanford. A committee is at work preparing plans for a reorganization of the publishing procedure. When these plans are complete the News

Bulletin will render an enlarged service.

Section Presidents for 1940-41 are as follows:

Bay Section — Carrie Daly, Sunshine School, San Francisco.

Southern Section — Leonard Hummell, 1020 D Street, Chino.

Central Section — J. A. Thomason, Northford, Madera County.

Central Coast — O. W. Walton, Potter Valley.

Northern — Edward O'Reilly, William Land School, Sacramento.

State Officers for this year are:

President — Alton E. Scott, Livermore.

Vice-President — E. J. Spiering, Ferndale.

Secretary — Edwin Clark, Avenal.

Treasurer — Burton E. Davis, Terminal Island School, Los Angeles.

Directors — F. B. Zimmerman, Jr. Past President, Stonehurst School, Oakland; Harold Hill, Brentwood; Ethel Baker, Fruitridge School, Sacramento; Nellie McCleish, Riverside.

Yearbook Editor 1941 — Lester Sands, Channing School, Palo Alto.

Yearbook Editor 1942 — Eva A. Reicks, Monterey.

Yearbook Distributor — Sarah Young, Parker School, Oakland.

News Bulletin Editor — Gerald Jacobus, Hanford.

The real function of California Elementary School Principals Association is to promote activities which will further the interests of elementary education in California. The Association has contributed greatly in this field of education through its instructive sectional meetings, the recently organized and highly inspirational State Conferences, the small, state-wide study committees and the valuable yearbooks.

* * *

Iowa Every-Pupil Tests of Basic Skills, Form L, published by Houghton Mifflin Company, 500 Howard Street, San Francisco, comprises 1, — complete elementary battery, Grades 3-5, \$3.75; 2, — complete advanced battery, Grades 6-8, \$4. Batteries include 25 each of the 4 tests and all material needed for administration and scoring.

These tests emphasize not immediate subject-matter content, but those actual skills which are essential to success in all subjects. This is the only comprehensive battery which provides comparable measures of these skills.

BILLION DOLLAR LESSON!

Courtenay Monsen, Secretary, Pasadena Board of Education

PUBLIC Relations as a phrase is rapidly becoming as familiar in Industry as The Saturday Evening Post is to the man in the street.

Public Relations is a symbol of the new frontier in American Life—the frontier of human relations.

Industry, whose chief, if not sole motive is profit, was the first to discover and apply the techniques of public relations to the job of selling. The professions, while innately much more amenable to the principles behind the techniques, are the last to adopt them as rules of procedure in relationship to the public.

Industry says, "One of the prime responsibilities placed upon the modern industrial organization is that of encouraging and preserving satisfactory relationships throughout all the various phases of its business."

And again, "If industry is to be placed in a position to make its maximum contribution to the general welfare, it is essential that along with a better knowledge and understanding of the public by industry there also should be a better interpretation of industry to the public." (Italics ours.)

Here is evidence of the wisdom of the thinking of the captains of industry, so far as their techniques and procedures go toward the goal of acquiring profits for themselves and their stockholders. In short, they take the man in the street into the orb of their activities and make him an essential partner in their plans. They are smart. They can afford to hire the smartest brains in the world. They do hire them.

Whether they are right or wrong, according to your notions, or whether they are sincere or hypocritical, the cold fact remains that they are preeminently successful in the task they set out for themselves, namely, to sell. And they use educated men, men the schools have trained, to do their jobs.

What can we as school workers learn from these high-powered public relations counselors in industry? First,

we can learn that they have beat us at our own game of psychology. They know the tricks of "how to make friends and influence people." And in order to meet them on common ground and have a fair chance of sharing in the purchasing power of the public, educators will have to learn from those who are proving themselves successful.

One of the things to learn from industry is that public relations, to this giant, is a science. It is predicated upon our own commodity, knowledge. Knowledge, first, of the products of the industry. Second, knowledge concerning the public to be served. Third, knowledge and the application of the techniques of acquainting the public with the commodity to be sold. And finally, though by no means of least importance, Industry tells the public about itself, that is to say, the producer.

No brief is held here for industry nor for its motives. Neither are these motives decried nor disapproved. Our readers will hold varying opinions concerning these motives, depending upon a certain total in their income-tax reports. But we do hold a brief for certain tried and proved methods and technics used by industries in their public relations programs.

Dictum of Industry

"It is highly desirable," says Industry through the medium of an annual report, "that every employee be familiar not only with the facts of the business that affect him as an individual, but also with those facts that affect his relations with other groups involved."

The quotation just used is from a report of a motor corporation which sold, last year, more than a billion, 300 million dollars worth of products and paid, incidentally, over 100 millions in taxes. But it might be said also, in passing, that the stockholders enjoyed a juicy little melon, which, before being sliced, had a value of more than 150 millions of dollars!

Why all these staggering figures? Well, simply this: to stimulate a little thinking along some lines that may lead school people into action. Can we, who have a product to sell that is far more basic and essential than all of the material things made by the motor company, afford to ignore the methods, devices, and techniques that such an organization uses to garner in the money with which to keep this enormous institution in melons?

WHAT can we learn from Big Business? Don't let us, in our holy desire to keep ourselves professionally pure, bury our heads in the sand while Industry walks off with our clothes (to mix a few metaphors to advantage), but let us, rather, look critically at some of these devices and methods and formulae and adapt to our needs those that will help education to live and prosper for the benefit of posterity.

Every school employee, whether he be teacher, clerk, bus-driver, or custodian, has a sacred duty to himself and to the institution for which he works: to acquaint himself with the commodity he sells: Education. Capitalized!

Let us all be sure we do this as well as does the industrialist his product. Let us be sure we know the direction in which we are going. We must know, too, the philosophies back of what we do and teach. And the methods we use to advance our programs, these we must master just as the industrial salesman masters a knowledge of his technics.

Next let us know something more than we do about our neighbors. Not alone the parents of the children we teach, but of the storekeepers, the artisans, the laborers, the men and women of affairs. All of these are taxpayers, actual or potential. Let us know something about the millionaires and the men and women on relief: both are voters, actual or potential.

We must learn how to acquaint all of these people with the facts of education, just as the motor company insists that the public must be informed concerning the facts of their products.

Finally, let us acquaint the public with ourselves. We are pretty good fellows. We admit it ourselves! But maybe the public doesn't know it. It certainly isn't becoming to talk about ourselves, so that's out! But we can so live that the public will TELL US how good we are.

That means, most of all, to live normal lives. Mix with neighbors as a good neighbor should. Participate in community affairs. Join a church, a club, and a party, if you like. But most of all, live a life above reproach. We in the schools live in glass houses. The world outside is peeking at us all of the time.

When we chose this profession one of the prices we paid was the right to do as we like. We can only do what a conventional world thinks we should do. If one of us breaks from the conventional, normal stereotype, all the rest of us suffer. By and large, we ARE a decent, inspired group of people; we wouldn't have chosen education if we were not innately so, for the profits in our work are traditionally no lure to the materialist.

All of which being said, is grist to the mill, but which does not, of itself, solve our public relations problems. To do this we must ceaselessly and vigorously seek to know more about our profession, more about the people we serve, and more about the ways and means of helping them to know more about us.

LET us not be too "high hat" to profit from a study of those who buy and sell for profits that are written in nine and ten figures. The men who use these methods, many of which are ethically and practically adaptable to the professions, are paid 50, 75, and 100 thousand dollars a year.

Remember that we made them what they are; that is to say, we prepared them for the opportunities they have created for themselves. Now let us let them help us to help ourselves. The formulae are not copyrighted nor patented. They sell radios and automobiles with psychology and education; let us sell education with psychology and education.

SALUTE TO THE FLAG

Robert Hoffman,* Age 13, High 9, Theodore Roosevelt Junior High School, San Jose;
Bessie I. Cole, Principal

I PLEDGE allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, indivisible, with liberty and justice for all.

In the innumerable times at which all of us have given this salute to the American flag, have we ever stopped to realize just what is contained in this single short sentence?

Most people merely take it for granted and say it automatically. Many neither understand that it is a solemn vow to observe and uphold the ideals of the United States, nor treat it as such. I shall try to analyze this pledge and to bring out its true meaning.

"I pledge allegiance—" means I swear to give loyalty, obedience, and devotion to my flag. While in most parts of the world today a pledge such as this is of little or no consequence because the people are forced to take it whether they want to or not, every one of us here in America should take it voluntarily and with every intention of holding it sacred.

"—to the flag of the United States of America and the country for which it stands—" symbolizes a genuine and everlasting faithfulness to the country which has given us shelter, schooling, and every opportunity to be just what we desire to make of ourselves.

"—one nation, indivisible—" is a fit description of the United States. It is one nation and not a group of small states, each with a separate language and trade and transportation system. This common bond ties all 48 states together into the one indivisible union, which is the United States of America.

The very sentiment of its people—a feeling of intense admiration and loyalty to a country which has fought its way up from a tiny sovereign colony, which has been through a terrible Civil War to keep it from being divided, and which has surmounted obstacle after obstacle to become one of the leading countries of the world—is what makes this bond something which will last for centuries yet to come.

"with liberty and justice for all." This is perhaps the most important phrase of the pledge. It sums up in a few words the fact that here in America we enjoy every conceivable phase of freedom and equal

rights. Our liberties include freedom of speech, freedom of the press, and freedom of religion and of opportunity.

American justice is unequalled in the world today. The days of mob rule are gone forever, and no dictator will ever decree the fate of any one citizen, or many citizens of the United States. Instead, the privilege of trial in an impartial court with an impartial jury belongs to each and every one of us.

We also have the rights of voting for the issue or the candidates of our choice in elections, or, if we want to, we may run for office, and, upon being elected, we may carry out the full duties of the job instead of merely being a front for a higher-up.

Because the matter has already been thoroughly threshed out so many times, I shall not go into the other merits of the United States as contrasted with the faults of nearly all other countries of the world. I shall merely say that if any American should be so presumptuous as to claim in most countries any one of the social or political rights which he has here, his fate would indeed be a sad one.

In short, the Salute to the Flag is a pledge to remain loyal to the ideals of liberty, justice, and equal rights, around which was built the United States of America, the freest and most just country in the world, baring none. That is why, whenever I give this salute, I really **do** pledge allegiance to the flag of the United States of America and the country for which it stands.

* * *

Educating for Peace, a report of the Committee on International Relations of National Council of Teachers of English, is published for the Council by Appleton-Century. 290 pages, paper bound, \$1.50. Ida J. Jacobs and John J. DeBoer are co-editors of this significant monograph which covers basic issues in world relations and various types of mobilization for peace.

National Council of Teachers of English (headquarters at 211 West 68th Street, Chicago) has issued a wide variety of important publications, of great value not only to teachers of English but to school-people, generally.

* In a recent essay contest in San Jose schools, Robert was the winner in his school.

DELINQUENT BOYS

TEACHING BOY DELINQUENTS SUCCESSFULLY

Paul Herbold, William Tell Aggeler High School, Chatsworth Park, Los Angeles City

IN most large city school systems there are schools directly concerned with the education of boys experiencing serious personal, legal, or social difficulties. These lads are so far advanced in unsocial trends as to be definitely unsuitable for inclusion in regular schools.

The typical boy enrolled in a special school or welfare center has had difficulties with his former teachers by refusing to conform to the life of the normal classroom. In perhaps 75% of the cases, he has had troubles with the law, and of a nature sufficiently serious to place him on probation for from one to three years. Usually he is not of average intelligence, having an IQ of 80-90. Frequently he has serious physical defects, with personality traits sufficiently abnormal to cause him to be in constant conflict with his associates.

Obviously the teacher placed in charge of a class composed entirely of such lads is faced with problems not met by the average instructor. Since the pupils are definitely and unfortunately different from the average, his methods must be thoroughly developed and well-directed if the classroom situation is to be healthy and successful. Basically his technics will be those of the teacher placed in a normal situation, but the emphasis will be changed.

The boys in a special school should be treated kindly, but with firmness. They have been long accustomed, in most instances, to unsocial behavior in the classroom, and have "gotten away with it"; therefore they tend to bring these old attitudes with them. They must be made to realize, and quickly, that such reactions will not be permitted in their new environment.

Fairness and impartiality on the part of the teacher are necessary. Boys seem not to object to strong control providing no favoritism is shown, and each is dealt with according to pre-established and well-known formulas.

But if the teacher tends to extend a greater leniency to some than to others, or grants special favors, dissatisfaction and trouble may be expected.

A courteous approach and a friendly manner do much to ease the not-always-relaxed atmosphere of the special classroom. The teacher having these attributes will earn a good response from the pupils. It is unnecessary to have a threatening or belligerent attitude toward the pupils, for such conduct will not awe and frighten them, nor make it readily possible for the teacher to control the class.

One must not permit familiarity, or encourage it, thinking that to do so makes "pals" of the boys, and therefore wins their regard and cooperation. Typically the effect is quite the reverse, particularly over a long period of time. Pupils should feel the teacher is friendly and approachable, and yet sense a reserve and privacy which is not to be trespassed.

Often the instructor having something of a dry humor, and joking manner, will find these traits effective in developing an effortless and a frictionless administration of his class. All of us love to be amused and to laugh, and any person able to appeal to our sense of the comical is well liked. Frequently a joking remark will take the sting from a punishment that must be given.

Calmness and Good Humor

Always the teacher should appear calm, in good humor, and withal somewhat impersonal. If a child is punished in anger, he will certainly resent it. If he realizes he has transgressed the laws of his particular society, and is given the penalty accorded to every other boy under similar circumstances, he will not hold illwill, and should benefit from the correction.

There is a common saying, "Watch the details and the big things will take

care of themselves". This is definitely applicable to the work and life of the special school. If the boys behave well and courteously in accomplishing small things, habits of courtesy, application, and valuable routine will be strongly established and no major crises will occur.

The pupils should be trained to enter the room quietly and promptly, taking seats without comment or question. Assignments should be on the board, and monitors quickly provide books and study materials. At the close of the period the process should be reversed. No boisterousness should be manifest until the playground has been reached.

DEFINITE, well-organized work should be provided for each boy, and he should keep steadily at it. Having such work gives him a point of focus, and takes his attention from thoughts of wrong behavior. If possible, a smooth daily routine should be established, so each boy knows at the beginning of school what he will be trying to accomplish that day, and perhaps for several days in advance. Students enjoy regularity, organization, and purposeful planning. They do not respond favorably to uncertainty, procrastination, and hit-or-miss teaching procedures.

The boys should not be permitted to loaf or waste time. In the beginning they enjoy such pursuits, but soon become bored. When boredom arrives, trouble begins. Frequently it assumes the form of disputes, arguments, or fist-fights between two boys, or among groups of boys.

Disputacious conduct should not be permitted because it feeds upon itself. It does not "clear the air" and establish friendlier relations, except in isolated cases. Rather it establishes a tradition of bickering and cantankerousness that continues day after day, gaining magnitude and intensity with each renewal. The teacher should have the policy of immediately stopping all such disturbances.

When bullies are in evidence they should be reasoned with, and if unresponsive, punished. Otherwise one

or two ugly boys can make life miserable for half the school. In those cases where neither boy is seemingly preponderantly at fault, the desire to fight and argue can be greatly diminished by promising, and if necessary, administering, correction to both the parties.

In any case requiring discipline, the effective plan is to give it immediately upon its being indicated. Putting it off until a boy's behavior has become a serious problem is poor policy. A small rebuke given immediately is far more efficacious than a severe one given the next day. There should be an automatic, instantaneous quality to both rewards and punishments so the child knows in advance the price of bad behavior, or the wages of good behavior. When this policy has been in effect for a time the routine of the school will be smooth and pleasant for both pupils and teachers.

Where possible, desirable teaching aids and procedures should be utilized. Recommended radio broadcasts are usually of great interest to children,

including those who are delinquent. Motion-pictures of an educational nature are also excellent, and seem to convey information and stimulate the thinking of these boys effectively. Good magazines, if not used to the exclusion of texts, are helpful. All these devices make school life happier, and pleasant to anticipate, reducing the pressure necessary to maintain a smoothly functioning class.

CORRECT social attitudes are the greatest possible outcomes of the special school. It is the lack of these attributes that has brought the boys to the present situation and their establishment is the greatest good that can be accomplished. It is naturally difficult to teach such intangibles as truth, honesty, courage and ambition. If they are to be learned it must be indirectly, and it is here that the influence of the well organized, fairly administered special school with a stimulating scholastic program has its best opportunity.

THE GOLD MINE

A Play by Henry Carvalho, Pupil 5th Grade, Perry School, Redondo Beach, Los Angeles County; Mrs. Elsie L. Workman, Teacher

Characters:

Thomas Hopkins.
Martha, his wife.
Jim Stevens.
Billy Hopkins, the young son.
The Doctor.

Scene 1

The home of Thomas Hopkins. A knock is heard at the door.

Tom — I hear someone knocking on the door.

Martha — I hope so. We have not had any visitors for a long time.

Tom — Come in.

Jim — (Enters) Hello folks!

Tom — Hello Jim.

Billy — (Walking into the room) Daddy, who is this man?

Tom — Billy, this is an old friend of mine.

Billy — Oh!

Jim — I just came over to see if you would consider buying my gold mine.

Tom — What do you want to sell it for? How much do you want for it?

Jim — I must live in the East. My wife cannot live in this climate. The doctor says that we must leave. I would take \$500 for it.

Tom — Well I'll think it over.

Curtain closes and opens.

Tom — (Coming in and tired) We have inspected the mine, Martha.

Martha — Oh, Tom, what do you think of it?

Tom — I don't think we will lose any money on it at that price.

Martha — How far is it up there?

Tom — It's about 100 miles. If we take it we shall have to move up there.

Martha — But, Tom, where are we going to get the money to buy it?

Tom — Bill thought it was a good buy. He will loan me some and with what I have, we can swing the deal. We will have to get ready to move up there. There is a nice little cabin.

Martha — That will be like the pioneers lived.

Scene 2

Tom — Well I have raised enough money to buy your mine.

Jim — O. K. We'll sign over the papers tomorrow.

They shake hands.

Scene 3

Tom — (Working at the mine) Whew, boy am I tired? But it is worth it. (He goes on digging)

Martha — Are you ever going to quit? You are getting so pale. You never stop working. Just take a few hours to eat and sleep.

Tom — This gold is so fascinating that I can't stop. It takes a long time to get a little.

Martha — You are making yourself sick.

Tom — Oh, I don't believe in such things.

Martha — I had better go into the house.

Tom — So long! (Martha goes into the cabin while Tom walks out to the end of the mine where he staggers and falls from exhaustion. Martha walks out and finds him there unconscious. She runs to get help. She returns with a doctor. The doctor examines him.)

Doctor — He is in bad shape. We must take him into the house. He is run down from lack of food and rest.

Martha — Yes, I know he has been working awfully hard. (Tom begins to feel better.)

Martha — Well, you sure did get yourself.

Tom — Yes, I know I have. I will have to watch myself and not work so hard. If I lose my health the gold will do me no good.

Martha — That is what I have been trying to tell you for a long time.

The End

* * *

Story and Verse for Children, selected and edited by Dr. Miriam Blanton Huber, and published by the Macmillan Company, is a beautifully-printed compendium of 900 pages, large format (7½x10 inches). It is an encyclopedic collection of children's literature selected and arranged with great skill and discernment by a highly competent editor. Price \$3.50.

* * *

Vocabulary Drill Book designed for college students, by William O. Wehrle, University of Dayton, comprises 60 drills containing 1200 words taken mostly from the *Reader's Digest*; issued by the Christopher Publishing House, Boston; price \$1.25.

Corporal Punishment

IN REPLY to an inquiry concerning California School Law on the subject of corporal punishment, Alfred E. Lentz, Legal Advisor for California Teachers' Association, has made the following statement:

The only statement of the law of California relating to corporal punishment of pupils in the public school is found in the decision of the Appellate Department of the Superior Court of the State of California in and for the County of Los Angeles, entitled *People vs. Curtiss* 116 California Appellate Reports 771. In its decision the Court held that in the absence of statutory provisions, the common law rule seems to be that a parent or a teacher (who stands in loco parentis) may inflict reasonable or moderate corporal punishment upon a child.

The only statutory provision in California concerning the corporal punishment of a child is found in Penal Code section 273a which reads as follows:

"Any person who willfully causes or permits any child to suffer, or who inflicts thereon unjustifiable physical pain or mental suffering, and whoever, having the care or custody of any child, causes or permits the life or limb of such child to be endangered, or the health of such child to be injured, and any person who willfully causes or permits such child to be placed in such situation that its life or limb may be endangered, or its health likely to be injured, is guilty of a misdemeanor."

The Court, in the above-cited decision, held that in enacting Penal Code section 273a the Legislature intended to adopt the view that it is an offense for a teacher to inflict punishment at all under unwarrantable circumstances, or, if warrantable, to inflict punishment which is excepted. The Court further held that the question of the reasonableness of the punishment is a question of fact for the jury in an action brought against a teacher under the provisions of Penal Code section 273a.

The Court further held that the existence of disfigurement or permanent injury is not the line of demarcation between the lawfulness or unlawfulness of the punishment inflicted upon a child. Malice or other specific intent is not necessary to constitute an offense coming within the provisions of the section. The infliction of unjustifiable pain is sufficient to constitute a violation of the section.

* * *

Dr. Joseph Marr Gwinn, formerly superintendent of schools, San Francisco, and a former president of California Teachers Association, more recently professor of edu-

cation, San Jose State College, has retired from active service.

He and Mrs. Gwinn have moved from San Jose to their new home in Pasadena, near California Institute of Technology. Their new address is 551 South Wilson Avenue, Pasadena.

* * *

Bakersfield Schools

Roy W. Cloud

LAURENCE E. CHENOWETH on July 1 filed with the Board of Education the annual report of the school district and his final report as Superintendent of the Bakersfield City School System.

Twenty-one pages of the report are occupied with a detailed statement by Mr. Chenoweth of accomplishments during the 12 years of his superintendency. It outlines many of the services which this superintendent performed which were outside of his duties as a school administrator, but which helped to make the schools of the city much more effective both for the children and for the district.

Educational ideas which are often forgotten or overlooked by boards of education are outlined in Mr. Chenoweth's kindly and friendly manner of interpretation.

During the years in which Mr. Chenoweth was superintendent of schools in the Kern County metropolis, 6,725 pupils were graduated from the 8th grades. In 1929, 434 boys and girls were sent to high school. Each year the number of graduates increased until in 1939-40 there were 806 in the graduating class. The population of the district showed a corresponding increase.

During the 12 years of Mr. Chenoweth's

superintendency he was able to convince the people that they should increase the facilities of the district in order that all of the children might be properly cared for. It is doubtful if many California superintendents have been more successful in this particular phase of school administration.

Mr. Chenoweth leaves his position in Bakersfield with the good wishes of the parents and Board members there. He has become a faculty member at the State College in Santa Barbara and will give courses in school administration and rural education. Because of his work as a teacher, principal, deputy in the office of the State Superintendent of Public Instruction, county superintendent and city superintendent of schools, Mr. Chenoweth's association with the public schools of California has ideally fitted him for his new position.

* * *

Francis L. Drag

FRANCIS L. DRAG, supervisor of instruction in Modoc County since 1931, has been appointed Assistant Chief, Division of Elementary Education, State Department of Education. He succeeds Mrs. Gladys L. Potter who resigned in 1939, after serving since 1932, to join the staff of the Long Beach Public Schools as supervisor of primary instruction.

Mr. Drag obtained his bachelor of arts degree from Chico State College in 1931, having received his general elementary teaching credential from that institution in 1928. He has attended University of California and Stanford University for graduate study in education. From 1928 to 1931 he taught in Adin Elementary School; since 1931 he has been supervisor of instruction on the staff of the county superintendent of schools of Modoc County. Mr. Drag took up his duties in the State Department on July 1.

Teaching Survey Questionnaire

THE State Committee on Classroom Teachers Problems requests any questions on practical methods and procedures of teaching to be embodied in a questionnaire to educators.

Questions might include curriculum problems, administrative procedure, health, psychology methods and so forth, such as:

1. What is the average reading readiness age?
2. Is it necessary to restrain children from reading until this age?
3. Do you teach phonics?
4. Are teachers allowed to evaluate curriculum or is it entirely an administrative matter?
5. Who decides on promotions—the teacher or the principal, or both?
6. What are the greatest health needs in school?

Please send any and all questions from kindergarten through collegiate levels to Mrs. Geneva P. Davis, 855 North Avenue 50, Los Angeles, by October 1.

Association for Childhood Education will hold its national convention July 8-12, 1941, in Oakland. Californians are indeed happy to have this great nation-wide conference meet next summer in this state. Mrs. Esther Lipp, 98 Stratford Road, Berkeley, is chairman of the convention committee of California Association for Childhood Education arranging for the 1941 national conference. Mrs. Lipp is also president of the Bay Section of the state association.

Evlyn Chasteen*

Dr. E. W. Jacobsen, Superintendent of Schools, Oakland

IT is with heavy hearts that we try to express in words our appreciation of Evlyn Chasteen. From the time that she entered the Oakland Public Schools in August, 1918, until the present her record has been an outstanding one. Always professional, loyal, unselfish, and self-sacrificing, she has won the respect, admiration, and love of her fellow-workers, as well as her students.

She had the rare genius of being able to stimulate creative work in her students. We called her a teacher-artist. The artist who works on canvas sooner or later finds his masterpiece hidden in garrets, forgotten; the one who sings his creative efforts finds that sooner or later they are stilled and forgotten; the artist who pens his thoughts eventually finds them in dusty books in old libraries; but the teacher-artist who creates in her youth the desire and understanding of the beautiful and worthwhile things of life finds her works live on.

Evlyn Chasteen will not be forgotten. Her charming, understanding personality has been recreated in her children, and they are better, happier, and finer for having had her as a teacher. We, her fellow-workers, are much more sensitive to our own responsibilities because we have known her.

Grieve not for her, for she cannot be sad,
Who now is with the wind and rain and sun—
Who lingers in the moonlight, and is glad,
Perhaps, that her mortality is done.

Grieve not for her—she would not have it so,
Whose heart is high as any tallest tree,
And dips in rhythm as the swallows flow
Above the gossamers of earth and sea.

Grieve not for her, whose sorrowing is through—
Whose depth of beauty shadows cannot mar—
Whose silence is beyond the dreams she knew—
Whose vision overwhelms the glistening star!

*Delivered by Dr. Jacobsen at the funeral services.

In Memoriam

Evlyn Chasteen, for many years active in educational work in Oakland and in state and national professional associations, was kindergarten teacher, Lakeview School. She was active over many years in California Teachers Association and was on the State Council; vice-president, Oakland Recreation Board; past president, Oakland Teachers Association and California Association for Childhood Education.

Louis H. Golton, principal, Sonoma Valley Union High School, Sonoma County, who passed away last spring, was honored by elaborate and largely-attended funeral services held in the high school auditorium. These public obsequies paid respect to one whom the entire community and region highly esteemed.

He was born in Virginia City, Nevada, where his parents had been pioneers. He worked on farms and in the hay fields to assure his college education. Graduating from University of Nevada, 1907, he went to Harvard for two years and received his Master's degree there in 1911.

For six years after his return to the West he taught in the Jackson High School, Amador County, where he became principal. Going to Sonoma, he remained there almost a quarter of a century and brought that high school up to a high rating.

Mr. Golton was a faithful worker in California Teachers Association and had many other important civic and professional affiliations.

Mrs. Julia B. Lee, Dean of Girls, Pleasanton School, Pleasanton.

Homer Lynn Nearpass, Sr., superintendent of schools, Bellflower. He was a graduate of Culver Military Academy, Western Reserve University, A.B., and Columbia University, M.A. He was a member of Phi Beta Kappa, Horace Mann League, and was listed in Leaders In Education.

Before coming to California he was founder and president of Youngstown (O.) College, president of Philippine Normal School, Manila. During the First World War he was overseas for 14 months in charge of educational supplies for YMCA. He had also been superintendent of schools

at Anoka, Minnesota, Cresco and Wapallo, Iowa, and Albion, Indiana.

At the time of his death he had just completed a book defining the terms dealing with tests and measurements which was to be printed by Harvard University Press.

Chester C. Martin, veteran teacher, Redondo Union High School. Prior to his 13 years as mechanical drawing instructor there he had taught the same subject for 5 years in Ohio schools. He was a member of numerous educational and civic organizations, including American Legion and Stanford Alumni Association.

Ellen Driscoll, for more than 20 years principal Havens Elementary School, Piedmont. Born in Benicia, she graduated from San Francisco Normal School and College of the Holy Names, Oakland. She served in the Piedmont schools for 30 years.

(Additional Necrology on Page 47)

* * *

Learning to Live

THIS highly commendable guide-book for beginning college students represents the co-operative effort of six California college teachers,—Harry E. Tyler, editor, dean of men, Sacramento Junior College, has had 20 years experience as teacher, counselor and dean; Lois H. Flint, dean of women, Glendale Junior College, is instructor in orientation; Walter J. Homan is dean of the Lower Division, San Francisco State College; Vernon C. Mickelson is instructor in English and public speaking, Sacramento Junior College; Nicholas Ricciardi is president, San Bernardino Valley Junior College, Henry T. Tyler is instructor in psychology and research officer, Sacramento Junior College.

These six co-authors have taught in all nearly three-fourths of a century. As teachers and counselors they have influenced the lives of many thousands of young people.

Farrar & Rinehart, publishers of this attractive illustrated volume of nearly 500 pages, are to be congratulated, as well as are the authors, upon the excellence of arrangement, illustration and content. *Learn To Live* should rapidly come into wide usage throughout the colleges of California and of the nation.

* * *

Spastic Children's Society of Alameda County has published a 10-page mimeographed *Selected Bibliography on Spastic Paralysis (Cerebral Palsy)*, of great value to all workers in this field. The Society has headquarters at 4120 Sequoyah Road, Oakland; president is Chauncey H. Whitner; secretary is Alice Whitner.

Awards for Research

CALIFORNIA women planning their research for graduate degrees will be interested in announcement by Pi Lambda Theta, National Association for Women in Education, of three awards of \$250 each for significant research in education for 1941.

Any woman of graduate standing whether or not engaged at present in educational work is eligible for the awards. Unpublished studies upon some aspect of the following subjects, are those desired:

Professional Problems of Women;
Children Between Early Elementary-School Age and Adolescence;
Psychological and Social Development;
Parent-Child Relationships;
A Community Survey of Educational Agencies and Factors Outside the School;
Crucial Issues in the Education of Girls and Women.

Three copies of the final report of the completed study shall be submitted by **June 1, 1941**. Information concerning the awards and the form in which the report shall be prepared will be furnished upon request by Miss Marion Anderson, chairman, Pi Lambda Theta Committee on Studies and Awards, 15 Ashburton Place, Boston, Massachusetts.—*Lucille Goody-Koontz Johnson, Research Chairman, Sigma Chapter, University of Southern California, Los Angeles.*

* * *

California school-people in making their plans for the observance of American Education Week, November 10-16 (theme: Education for the Common Defense) can obtain much help from a 53-page mimeographed script used recently in a Public Schools Week broadcast, Station KDON and Monterey City Schools.

J. R. Croad, superintendent, Monterey Elementary Schools, Eldon J. Covell, general chairman of the broadcast, representatives of KDON, and the seven Monterey school representatives, merit hearty congratulations upon this admirable script which embodies the best features of modern education.

Persons desiring a copy of the script should address Mr. Croad.

* * *

McGraw-Hill Series

PSYCHOLOGY in Education, by Herbert Sorenson, president, State Teachers College, Duluth, is a recent addition to the McGraw-Hill Series in Education, edited by Harold Benjamin. Sorenson's important text stresses the dynamic and functional approach to educational psychology. The straight-forward presentation develops topics related directly to the educational pro-

cess. Emphasis is placed upon school and real-life situations, and much attention is devoted to growth and development—physical, social, mental, and emotional. 500 pages, price \$2.75.

Another in this series is *Genius in the Making*, by Herbert A. Carroll, formerly assistant professor of educational psychology, University of Minnesota, wherein he presents a complete picture of the intellectually gifted child, together with a consideration of the sources of intellectual superiority and of methods of nurturing it. The author develops a sound, scientifically valid interpretation of genius and fully discusses the educational adjustments necessary to the progress of the gifted child. 325 pages, price \$2.75.

Home offices of McGraw-Hill Book Company are at 330 West 42nd Street, New York City. Manager of Pacific Coast Depository at 68 Post Street, San Francisco, is Harry P. Graves; School Department Representative is John Whitsell at 5927 El Mio Drive, Los Angeles.

* * *

Exceptional Children

THE Education of Exceptional Children, its challenge to teachers, parents, and laymen, by Arch O. Heck, professor of education, Ohio State University, is published by McGraw-Hill Book Company, 330 W. 42nd Street, New York City, and is a large format, illustrated text of 350 pages. It is one of the McGraw-Hill Series in Education, of which Dr. Harold Benjamin is consulting editor.

By "exceptional" children the author means the blind, crippled, deaf, delicate, hard-of-hearing, partially sighted, speech defectives, and sub-normal, as well as the gifted.

The book sets the challenge which educators face in properly caring for and educating exceptional children, develops basic principles, considers practical problems, and is a comprehensive monograph on a most important theme. Price \$3.75.

* * *

School Administration, its development, principles, and future in the United States, by Arthur B. Moehlman, professor of school administration and supervision, University of Michigan, a massive, large-format volume of over 900 pages, is built around the central thesis that instruction is the supreme purpose of the schools.

It is planned both as a textbook and for independent professional reading. Essential teaching materials are available in a separate student workbook for use in organized class work.

Published by Houghton Mifflin Company, 500 Howard Street, San Francisco; price \$3.50. A. K. Allen is Pacific Coast Manager for Houghton Mifflin.

New Ginn Books

GINN and Company, Publishers, with Pacific Coast offices at 45 Second Street, San Francisco, have issued two series of readers which especially merit the attention of California teachers.

1. *The Horn Series, Progress in Reading*, by Ernest Horn (professor of education and director of University Elementary School, State University of Iowa) and others, comprises,—pre-primer, primer, books 1-6 and teachers manuals.

The Horn series concentrates more directly on training in study skills than do other readers now available. Most of the content has been written especially for this series. The illustrations are unusual for their charm and naturalness.

2. *New Pathways In Science*, by Gerald S. Craig (Teachers College, Columbia University) and others, is a new series of seven books bringing a systematic program of science to the elementary grades. It gives the child straightforward, authentic, interesting information which provides answers to many of his questions about the world he sees around him and develops in him desirable scientific attitudes. It recognizes the social values in science and helps the child to make intelligent adjustments to his world. Conservation receives special attention.

The series is in harmony with the latest thought in science for the elementary grades. It follows the recommendations and the spirit of the *Thirty-first Year-book of the National Society for the Study of Education*, and its philosophy is in keeping with the newer trends as expressed in *Science for General Education*.

* * *

Spelling Bees

SPELLING bees are again being sponsored by the G. & C. Merriam Company, publishers of the *Merriam-Webster Dictionaries* in Springfield, Massachusetts. The G. & C. Merriam Company offers to co-operate with teachers in arranging and sponsoring spelling bees to the winners of which they will award medals as first, second, and third prizes.

Word lists are prepared by G. & C. Merriam Company and are sent to teachers who wish to use them along with the suggested rules for conducting spelling bees. The final authority for any spelling contest which the G. & C. Merriam Company will sponsor must be Webster's New International Dictionary, Second Edition.

Teachers who are interested in holding spelling bees are asked to write directly to G. & C. Merriam Company, Springfield, Massachusetts, for further information.

FUSED SOCIAL STUDIES

SOCIAL STUDIES, THREE IN ONE

Alfred Dolan, Montezuma School, Los Gatos, Santa Cruz County

IN modern education, we hear a great deal about fusion and integration of classes in order to prevent needless duplication of subject-matter. This tendency has been gaining impetus for some time and unquestionably it has sound educational principle behind it.

The old idea of a separate period for each course, with little or no interdepartmental blending, is rapidly being revolutionized. Familiar examples of this fusion are the combination of zoology and botany into biology, the combination of geography and history into social studies. More recent is the combining of chemistry and physics into physical science. A movement at present is successfully combining science and mathematics in laboratory and classroom.

Unquestionably, as times goes on, subject lines will be broken down even more by the successful combining of courses having sufficient subject-matter in common.

In a small school, where a varied subject offering is sometimes handicapped because of a small faculty, or of conflicting class periods, the solution may often be found in just such an integration of subject-matter. This is what we have been doing in our social studies department where we have found it impracticable to offer a current history or a civics course as separate subjects. We have worked out a very satisfactory arrangement with a fused course.

In our high school world history and United States history classes, a supplementary weekly news-magazine is taken by each class member. There are several of these publications available now at reasonable prices, among which perhaps the best known is *Weekly News Review* published at Washington, D. C. One day is set aside each week for the reading and discussion of these papers. The day for this discussion need not be fixed.

We find it better to have it at a convenient break in our regular course.

A fused course of this type has many pedagogical advantages:

1. It keeps students informed on current history during the years that they are enrolled in a history course. During this time, they are building up a habit which may carry throughout life, namely the desire to know what is going on about them.

High school students often are not sufficiently interested in current history to keep posted on contemporary affairs, but under this arrangement they seem to show a greater interest in them.

2. This arrangement affords the resourceful teacher an excellent opportunity to emphasize the fact that nations are today repeating many events which have now become history. Soon we will study the great war in our text. We can then stress the similarity between the two world wars.

Another excellent study resulted from the comparison of the recent embargo act with that of President Jefferson in 1807. The protesting ship-owners had almost the same objections in both cases. And so we could mention other situations in the study of tariffs, treaties, all of which are still being brought up for discussion by our present-day governments.

The study of the rise and fall of empires can be transferred to present-day imperialisms. It appears to me that a greater desire to guard against the re-enactment of some of the undesirable events in history of mankind can thus be instilled in the minds of young people.

3. This arrangement also brings to the students minds the often-disregarded fact that the newspaper stories of today will be the history texts of tomorrow, and that their present texts were in just such a form a few years back.

4. Civics is taught in these weekly discussions by the study of Supreme Court decisions, new appointments, new laws, elections, sessions of congress, as well as by editorials, social behavior columns and such. This type of course has proved to be more effective and interesting for both student and teacher than the traditional textbook type of course.

5. A change from the course textbook is stimulating to the class, thus aiding the

solution of the pupil-interest problem. Students feel that the reading of the weekly newspaper is a privilege rather than an assignment, yet they accomplish at least as much, if not more, than they would with a textbook assignment of many pages.

The possibilities for a fused social studies course have by no means been exhausted. Many teachers and administrators undoubtedly have other and better ideas for such a course. In closing, I must say that my enthusiasm for such a program is so great that I hope all schools that are not already using it will consider the plan.

* * *

Valley Scene

Henry Glass, Needham School, Lodi San Joaquin County

THE sun shone broadly,
Pocketing its warmth in the mounds of
blackness,
That reared their buttocks in the noon-day
glare.
A fly skimmed lightly,
Its wiry appendages moving lazily in light-
footed motion.
The leaves saluted passively,
Stationed in rows,
Sentinels to the sky, sun and earth.
The goodness of the day defeated by its
acquiescence,
Brought all to slackened pace.
The complacent eyes of cows spoke soothingly,
In the cubed patterns of the shade, movement dwarfed itself to a shadow.
Beyond, the picture deepened,
The stocky forms of angled vines curled upward from the ground to mark the earth with sketches.
The configurations questioned thought,
The night rode lightly,
It painted its schemes in softer tones
A figure apparent in its encircling folds,
mocked the looseness of the day.

* * *

American Democracy

PROBLEMS of American Democracy, by Horace Kidger, head, department of social studies, Newton High School, Newton, Massachusetts, a text of 600 pages, with many illustrations, graphs and maps, aims to stimulate clear, objective thinking on the vital issues of our national life today. The organization is new, more logical, more flexible, more realistic. The teaching of government is made really dynamic. Published by Ginn and Company, price \$1.68.



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EDUCATION AND NATIONAL PREPAREDNESS

Alexander J. Stoddard, Chairman, Educational Policies Commission, National Education Association, and Superintendent of Schools, Philadelphia

WHAT can the teacher do in the program of national defense? How can the schools help to carry out preparedness plans for this country? What is the place of the schools in present efforts to preserve American democracy during the most crucial times the world has ever seen?

In recent months the cause of free men has suffered disaster after disaster. Totalitarianism, the military state in its contemporary form, holds Europe in thrall and casts its lengthening shadow over the whole earth. It would be folly for the American people to repeat the mistakes of the European democracies. Without becoming victims of hysteria, we should resolutely refuse to nourish pleasing illusions and should proceed in all haste to prepare for the worst, as a possibility, or even a probability.

In the defense of American democracy our system of education must play a central role. Recognizing this responsibility, the Educational Policies Commission recently issued a statement on *Education and the Defense of American Democracy*. This report, which deals with policies designed to meet the new world factors affecting education, follows the Commission's statement on *American Education and the War in Europe*, published in October 1939.

Many tasks which our system of education must fulfill in the defense of American democracy are pointed out in the Commission's current pronouncement, upon which this article is based. The educational system can share in laying the physical and mental ground work for effective military service. It can take a large part in providing the vocational and technical training which the conduct of modern war requires. It can help to achieve national unity by clarifying national goals and by inculcating loyalties to the values basic in a so-

ciety of free men. It can aid adult citizens to reach sound conclusions on the urgent questions of national policy.

Military Preparation

The modern soldier must have both physical and intellectual maturity. The school system can have a share in laying the foundations of such maturity. It can foster full intellectual development through effective general education. It can provide health instruction, periodic health examinations, and physical education. Training in basic technical skills can be emphasized. Finally, the schools can inculcate abiding loyalties to American ideals.

The plants, equipment, and personnel of the vocational and technical schools and colleges of the country should be utilized to the full extent required for meeting the nation's need for trained workers. While the supply of teachers of technical subjects is now limited, there are available numerous established institutions with personnel and facilities for the training of vocational instructors. These agencies should be used to prepare skilled workers for emergency service as instructors.

Occupational Training

Occupational training should include the preparation of both skilled workers and semi-skilled workers in the numbers and fields of work demanded by the defense program. The occupations related to human conservation, such as homemaking, nursing, health service, and the care of children and other persons in the civilian population, are an essential part of the national defense. This training should be accompanied, wherever possible, by

a definite program looking toward the development of civic and economic responsibility and undertaking among those receiving the education.

Schools and colleges should develop cooperative relationships with other agencies concerned with occupational education. Cooperation with industry and labor in providing adequate training and retraining is essential.

The National Defense Advisory Commission has already recognized that the conduct of vocational education is primarily the responsibility of state and local school boards. The technical and vocational training that occurs under public auspices should continue to be administered through the United States Office of Education and the established state and local educational agencies in close coordination with agencies responsible for the national defense.

National Unity

Achieving national unity requires the development of a discipline consistent with American democracy. This is the discipline of teamwork, a discipline which prizes and develops the resourcefulness, initiative and responsibility of each individual, a discipline which directs the efforts of individuals toward social goals which all have a voice in choosing.

Education can help to obtain and to strengthen this discipline in two ways: It can bring to the American people a clear understanding of the nature of our democracy and of the goals to which America aspires, and it can develop in all citizens deep and abiding loyalties to the central values of democracy.

In fostering this discipline, the schools should promote understanding of the civil liberties and our political institutions. They can inquire into those economic and social problems which threaten democracy from within. They can confirm that faith in the worth of each individual which is the basic tenet of democracy. They can provide opportunities to live democracy in the school, the home, and the community. Finally, they should seek out the central values of democracy so

that the young can be taught to love these values, to struggle to make them prevail in the world, to live and, if need be, to die for them.

Assistance For Adults

National policies which will affect the welfare of this nation for many decades will be determined in the near future by the judgments of adult citizens. If education is to contribute constructively to the formation of these policies, it must do so *at once* through services to adults.

Every secondary school and college in the nation can become a citizens study center, without interfering with its regular program. Teaching personnel can be organized, use of buildings scheduled, and library services arranged to provide leadership, places of meeting, and study materials for adult and youth groups. Services of radio stations, libraries, churches, and many other agencies can be enlisted to cooperate in every community. Leaders can be quickly trained with the assistance of those most experienced in conducting public discussion.

PROMPT effort and sacrificial service on the part of educators are the conditions of achievement. Teachers and administrators throughout our educational system can give assistance of incalculable value in the plans for national preparedness by joining with all other citizens in a program of unified action designed to preserve our freedom and integrity.

* * *

Forty-Year Survey

USC Institute of Character Research

A SCIENTIFIC survey of a group of school children that had to wait 40 years for them to grow up in order to measure their life-successes, is being completed by Dr. Edwin D. Starbuck, professor of psychology and director of Institute of Character Research at University of Southern California.

Started in 1900 when the present adults were in their early teens, 2200 of them were tested by Dr. Starbuck and his staff of experts in San Jose. Approximately 600

of this same group still live in this area and are subjects of the investigation now being completed with cooperation of San Jose State College.

So wide was the field for investigation in 1900 that numerous assistants used the theme for their masters thesis. Included were the measuring of skills and abilities of both boys and girls who had experienced kindergarten training as well as those who

had not. Norms were used on the children who were then between the ages of 6 and 16, to arrive at sensory, physical and intellectual backgrounds.

* * *

Games Outdoors, by Ray J. Marran, published by Thomas Y. Crowell Company, an excellent book of 225 pages with many drawings and diagrams, is of value to all playground directors and teachers; price \$2.

GLORIOUS COMMONPLACE

Laura B. Everett, Berkeley

TWO beloved teachers of San Jose State College have collaborated in an unusual way to produce the attractive volume *The Glory of the Commonplace*.

Mrs. Estelle Greathead, author of a history of the college, *The Story of an Inspiring Past* and a collection of her poems, entitled *David Remembers*, was urged to write her autobiography.

"I could never write about myself," she replied; "besides, my life has been quite commonplace."

"That is the very reason you should write it," Gertrude Rowell urged. "My life,

too, has been commonplace, but it has been glorious. Suppose you write my life." — And so it came about, as told in the foreword of this delightful book. Following the dedication is a sonnet, A Weaver of Dreams, (To G. F. R.) one who "met the world and straightway challenged it." *The Glory of the Commonplace*, a narrative poem in blank verse, tells of the first 15 years of Gertrude Rowell's life on a prairie farm in Illinois.

A copy of the book was presented to each guest at Mrs. Greathead's birthday party at Miss Rowell's home in San Jose. The book is for sale at State College Co-op Store for 75 cents.

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Teachers at Fort Ord—(Left to Right) J. D. Hemphill, Earl Crabbe, C. E. Nowell, C. G. Herkner, R. S. Barnes, W. W. Woodbury, R. Y. Barnes, A. P. Rhodes, Paul Beaufort, J. H. Cleary, G. F. Story.

Teachers at Fort Ord

PROOF that California teachers are patriotically-minded was seen in the proportionately high representation of them in the Business Men's Training Camp which during the month of July offered preparation in national defense to a selected group of over 100 business and professional men from the Far Western states.

Among those taking advantage of the compact Army Training Course given at the camp near Monterey were: J. D. Hemphill, Roosevelt High School, Colton; Earl Crabbe, Placer Junior College, Auburn; C. G. Herkner, San Rafael Grammar School; W. W. Woodbury, Stockton Grammar School; A. P. Rhodes, Clear Lake Union High School, Lakeport; J. H. Cleary, Santa Rosa High School; C. E. Nowell, Fresno State College; R. S. Barnes, California Preparatory School, Covina; R. Y. Barnes, Colusa Elementary School; Paul Beaufort, Ukiah Union High School; and G. F. Story, Mariand School, Los Olivos.

The teacher-trainees were given the opportunity to participate in and observe the work of rifle, light and heavy machine-guns, tanks, chemical warfare, coast artillery, anti-tank guns, etc. Their experiences included actual practice in the problems of warfare and the defense of their own home state.

On the amusing side of their experiences was the fact that—like the other trainees—all of them were inducted into the mysteries of "kitchen police," for a short time.

Many of them served as trainee officers in Companies H and I, while several, notably Hemphill and Woodbury, were

acclaimed for their brilliant achievements in record firing with the Springfield rifle.

They urged that the camps should be continued, in order to give every patriotically-minded American an opportunity to intelligently serve his country in the event of a national emergency.

* * *

Childhood Education

Annual Study Conference, Fresno

CALIFORNIA Association for Childhood Education will conduct the 17th annual study conference at Fresno, November 22, 23. Teachers of upper grades, intermediate, as well as primary, kindergarten and nursery-school teachers, parents, administrators and students find this conference of great practical value.

Enlarging Opportunities for Teachers in Service, the 1940 conference theme, planned by Chairman Mrs. Neva Hollister and her able committees of Fresno, will be developed in the workshops, lectures, demonstrations, symposium and exhibits of educational materials. The theme will be climaxed by field trips to places which have attracted national interest—Firebaugh Federal Migrant Camp; a typical cotton-field, showing the cotton gin; and to the Friant Dam.

President Alice Ross Livsey and her executive board desire that all interested in education, members or non-members of California Association for Childhood Education, will attend the 1940 conference at Fresno, with headquarters at Hotel Fresno.—Margaret A. Rasmussen, Publicity Chairman, Stockton.

Vocational Convention

THE much discussed youth problem and national defense—their relation to vocational education—will form the centerpiece of the coming convention of American Vocational Association to be held in San Francisco in December.

On a recent visit to San Francisco, L. H. Dennis, executive secretary, met with California leaders in vocational education and named John F. Brady, president of California Teachers Association, as chairman of the San Francisco committee to arrange the convention.

Preceding the general meeting will be gatherings of state directors of vocational education who will meet December 13 and 14. These will be followed December 15 by meetings of state supervisors, city directors and trade school principals. The main convention of the Association will open at Fairmont Hotel, December 16 and continue through the 18th.

Other California educational leaders who are active members of the convention committee include John C. Beswick of Sacramento, executive officer of the California Commission for Vocational Education; Dr. Ira W. Kibby, chief of the Bureau of Business Education, State Department of Education; Julian A. McPhee, San Luis Obispo, chief of the Bureau of Agricultural Education, State Department of Education; and Mack Stoker, supervisor of vocational education, University of California.

* * *

California Library Association, Section for Work With Boys and Girls issues this month the first number of 1940-41 volume of *A Roundabout of Books*. This useful guide is already widely known. Subscription 50 cents per year. Mrs. Marie Wild, Oakland Public Library, is chairman of the publicity committee.

* * *

Louis P. Linn, assistant superintendent, Fresno County Schools, prepared last year *A Survey of Practices in Fresno County High Schools* (issued as a mimeographed bulletin by the Office of the County Superintendent of Schools) which was highly commended.

Part 2 of this survey has recently appeared, comprising 41 mimeographed pages with numerous tables and charts. Clarence W. Edwards, county superintendent, expresses the hope that the administrator of each high school will read the report carefully and make such adjustments as will improve his school.

Educational Policies for Community Recreation, a 32-page bulletin, is issued jointly by Educational Policies Commission and American Association for Health, Physical Education and Recreation. It represents one more step in the national Commission's great program of cooperation with professional organizations.

The pamphlet contains statements drawn from the following major documents previously issued by the Commission: Unique Function of Education in American Democracy; Structure and Administration of Education in American Democracy; Purposes of Education in American Democracy; Education and Economic Well-Being in American

Democracy; Social Services and the Schools; Effect of Population Changes on American Education.

The bulletin, price 10 cents, and the major documents (various prices) may be obtained by addressing the Commission at 1201-16th Street, N. W., Washington, D. C.

* * *

Allied Youth Magazine is published monthly except August by Allied Youth, with headquarters at National Education Association Building, Washington, D. C.;

subscription \$1; W. Roy Breg, executive secretary of the organization, is managing editor of the paper.

Allied Youth is an organization specializing in the field of alcohol education. It charters and services local Posts, encourages better recreation, stimulates and directs study of the alcohol problem, conducts research, prepares and distributes literature, serves high schools and libraries, and otherwise carries on an extensive program.

Mr. Breg has lectured extensively in California and throughout the Pacific Coast and is widely and favorably known in the West for his important work. There are numerous Posts in California schools.

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The culminating point of the whole procedure of reading—the development in childhood of a genuine enjoyment of books and of a finer taste in their selection—receives for the first time in the elementary school field the primary attention it deserves. Emphasis is placed on how to enlist the total reading power (potential and demonstrated) which children possess at any given stage and to direct it toward their own immediate and enduring pleasure and profit.

The following chapters show children moving about normally in the book world: I, Books in a Paradise of Childhood; II, The Child's World; III, Fields to Explore; IV, Home, the Point of Departure; V, The School's Expanding Outlook; VI, The Library—Chief Expert in Books; VII, Best-Loved Books; VIII, Books Go into Action; IX, Reading in Relation to Personality.

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Reading level: easy fifth grade though content is adequate for more advanced classes, and useful for slow groups in junior high school.

The author of these stories is both teacher and scientist, and his first hand experience with children is his guide to the materials and the style of writing that will hold their interest.

How to make tools and cases for collecting and preserving insect specimens is a fascinating chapter written for boys and girls who like to make things.

"What is it?"—the young collector's first question—is answered by a simple chapter which gives a helpful but not too complex guide to classification.

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GEOMETRY A SPORT

Paul M. Tully, Teacher of Mathematics and Science, Montezuma School, Los Gatos, Santa Clara County

AT PRESENT the White Washers are nosing out the Satchel Feet Spinaldis by 447 to 435!

In what sport—Oh! yes, why no other than Plane Geometry!

The two matched teams draw numbers from the hat at the beginning of the class meeting. The number drawn determines the theorem or exercise to be proved by the student. One slip wins the chairmanship and another the position of score-keeper.

After the drawing the two teams huddle and coach any members of their team who feel that they need it.

Never before have I seen such successful coaching so cheerfully received and so willingly given, and never so great an effort exerted by the better students to help those classmates to whom geometry comes harder.

The student earns a "letter" which varies according to his success in presenting his demonstration to the class. An "A" contributes 11 points toward the score of the contestant's team. Points for other grades are as follows: A— 10, B+ 9, B 8, B— 7,

C+ 6, C 5, C— 4, D+ 3, D 2, D— 1, and F 0.

Members of the winning team will be awarded a bonus at the end of the semester. In many cases, where a student is on the border line between two letter grades, this will help to determine the letter grade to be assigned the student for the semester.

Before we started our game I never imagined that students could be quite so enthusiastic and zealous in constructing geometrical figures and in proving theorems. In addition, the work of almost every student has improved remarkably.

For teachers who might be skeptical I should like to emphasize that our game was invented and improved by the students themselves. They chose the team names and devised the scoring system. The chairman prompts the contestant if necessary and asks for the advice of the class when he needs it.

The teacher acts in the capacity of consulting engineer and in the last few weeks has been in front of the class only to help in the introduction of a new unit, to help in the applica-

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tion of geometry to other fields, and to explain some particularly difficult points to be encountered by the students.

Even as referee his duties have been light, for the class has made its decisions and worked out its problems unbelievably well. The only complaint heard so far is this one by a few of the students who formerly were making little progress, "now we have to study." However remarks like, "we should have started this sooner" are much more frequent.

Who's Who in America

For 1940-1941 (Vol. 21)
 Edited by Albert Nelson Marquis
 Full Cloth, 3,016 pages, Price \$10
 The A. N. Marquis Company, Publishers
 919 North Michigan Avenue, Chicago

THE new edition, Volume 21, marks another milestone in the development of this great and indispensable reference-book.

This book is a complete revision of its immediate predecessor, the edition for 1938-39, including nearly 3,000 entirely new sketches—sketches which have appeared in no previous issue—while 2,655 sketches appearing in the 1938-39 edition have been deleted.

The initial volume (1899) contained 840 small pages and 8,600 personal sketches of outstanding living American men and women of the period. During the interim, 1899 to 1940, the volume has nearly quadrupled in both physical dimensions and biographical content. The present edition contains 3,016 pages and 31,752 sketches.

The new book lists the first Citations honoring the donors of unusual memorial gifts to American institutions of learning. Such Citations will be awarded annually hereafter by the editors and recorded biennially in the succeeding volumes. Among the initial Citations are:

A Citation of Mr. and Mrs. Samuel K. Rindge of Los Angeles, on account of Willits J. Hole Memorial Art Collection at University of California.

Willits J. Hole, pioneer resident of Los Angeles, assembled an outstanding art collection which he and his wife, Mary B. Hole, in their wills, directed their heirs, Mrs. Agnes Hole Rindge, their daughter, and her husband, Samuel K. Rindge, to present to the public. Last year Mr. and Mrs. Rindge placed the collection with University of California as a memorial gift to be known as Willits J. Hole Art Collection.

A Citation (Honorable Mention) of Clarence Addison Shaler of Pasadena, for his memorial gift to Ripon College, at Ripon, Wisconsin.

Ripon College received during 1939 from Clarence Addison Shaler one of his representative

works—a statue of heroic size of Lincoln as a young man—together with funds for endowing its maintenance.

Oakland Public Schools have issued a large chart in colors outlining citizenship

training—a program of education designed to preserve and promote the American way of life. California school-people interested in obtaining a copy of this chart should address the office of the Superintendent of Schools, 1025 Second Avenue, Oakland.

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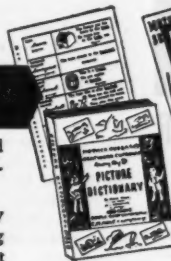
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CHANGES IN POSITIONS

Northern California

Earl G. Gridley

Dr. Edwin A. Lee, formerly with Carnegie Foundation, New York City, appointed dean, School of Education, University of California at Los Angeles in place of Dr. Marvin L. Darnie, deceased.

Mr. Francis L. Drag, former general supervisor, Modoc County, appointed assistant chief of elementary division, State Department of Education, in place of Mrs. Gladys L. Potter who resigned to become supervisor of primary instruction, Long Beach.

Dr. Gertrude Laws, former chief, bureau of parent education, State Department of Education, appointed director of secondary education for women, Pasadena.

T. Stanley Warburton, former coordinator of secondary curriculum, Contra Costa County, elected principal of the new Acalanes High School near Lafayette.

Laurence Harper, former principal, Anderson High School, elected assistant superintendent and business manager, South Pasadena.

Byron McCormick, teacher, elected to principalship, Anderson Union High School, Shasta County.

Lawrence E. Chenoweth, former Bakersfield city superintendent, elected to faculty of Santa Barbara State College.

John L. Compton, former principal, Emerson School, Bakersfield, elected to superintendency of Bakersfield elementary schools.

Roy E. Simpson, former Santa Cruz city superintendent, elected superintendent, South Pasadena, in place of George C. Bush, deceased.

Homer H. Cornick, former district superintendent and principal of Davis Joint Union High School, elected city superintendent of schools, Santa Cruz.

Delmer B. Marshall, former vice-principal, elected district superintendent and principal at

Davis Joint Union High School, Yolo County. Elmer Stoll, former teacher, Alhambra High School, Martinez, elected principal, Leggett Valley Junior-Senior High School at Cummings, Mendocino County.

Frank Cummings elected coordinator of secondary curriculum, Butte County.

B. W. Shaper, former principal, Redlands High School, elected principal, Chico High School, Butte County.

Lyman S. Marsters, former principal, Cloverdale Union High School, elected principal of Sonoma Valley Union High School, in place of Louis H. Golton, deceased.

Edgar W. Parsons, former teacher at Oakdale Union High School, elected principal, Cloverdale Union High School, Sonoma County.

Robert A. Rice, faculty member, elected principal, Geyserville Union High School, Sonoma County, in place of O. H. Richardson, retired.

Dr. H. M. McPherson, former principal, St. Helena Union High School, elected district superintendent, Napa Union High School.

Edward H. La Franchi, former principal, Annex School, Santa Rosa, elected principal, St. Helena Union High School, Napa County.

W. L. Cook, former teacher, Santa Rosa High School, elected principal of Annex School, Santa Rosa, Sonoma County.

J. Harvey McCammon, former principal, Dunbar Union Elementary School, Kenwood, elected supervisor, Tulare County.

Maxwell A. Cunningham, former teacher, Petaluma Junior High School, elected principal, Dunbar Union Elementary School, Kenwood, Sonoma County.

Oliver E. Brown, former principal, Orestimba Union High School, Newman, elected district superintendent, Gilroy Union High School, Santa Clara County.

Rudolph C. Ferguson, faculty member, elected principal, Orestimba Union High School, Newman, Stanislaus County.

Clyde Ogden, former principal, Le Grand Union Junior-Senior High School, elected principal, Washington Union High School, Fresno County, in place of Albert G. Nelson, deceased.

Irvin A. Shimmis, former vice-principal, Gilroy Union High School, elected principal, Le Grand Union Junior-Senior High School, Merced County.

Edward W. Gillis, former dean of boys at Technical Senior High School, Fresno, elected principal, E. R. Snyder Continuation High School, Fresno. Lafayette Hyde elected principal, Chester Rowell Elementary School and Lars Barstad elected principal, Jackson Elementary School, Fresno.

Robert E. Sonnemann elected principal, Point Arena Union High School, Mendocino County.

John R. Daly, Jr., former faculty member, elected principal, Portola Junior-Senior High School, Plumas County.

Leo B. Balsden, former assistant superintendent at Sacramento City, elected assistant superintendent at Stockton, San Joaquin County.

Dr. James F. Bursch, George C. Jensen, and William J. Burkhard promoted to assistant superintendencies at Sacramento in charge of personnel; senior high schools and junior college; and elementary and junior high schools respectively.

F. Melvyn Lawson, former vice-principal, appointed principal, Sacramento Senior High School.

Dr. Richard E. Rutledge, former principal, Merritt Business School, Oakland, elected president, Sacramento District Junior College, in place of Jeremiah B. Lillard, retired.

George H. Geyer, former principal and district superintendent, Westwood Junior-Senior High School, elected director, Glendale District Junior College, Los Angeles County.

Stuart Mitchell, former vice-principal, elected principal and district superintendent, Westwood Junior-Senior High School, Lassen County.

Edward H. Farr, former principal of the High School, elected district superintendent, Woodland, Yolo County.

Eva Holmes appointed rural supervisor, Trinity County.

Mrs. Mae W. Harville, former teacher at Edenville, appointed director of arts and crafts and field assistant in curriculum, Alameda County Schools.

John B. Vasconcellos, former principal, Mount Eden Elementary School, elected vice-principal, Carquinez Elementary School, Crockett, Contra Costa County.

Alton E. Scott, former district superintendent at San Juan Bautista, elected district superintendent, Livermore Elementary School, Alameda County.

John P. Duncan, former principal, Galt Elementary School, elected principal, Mount Eden Elementary School, Alameda County.

Ferdinand Kiesel, former teacher, Needham School, Lodi, elected principal, Galt Elementary School, Sacramento County.

Alleen Martin, former elementary principal from Globe, Arizona, elected principal, Primary School, Pittsburg, Contra Costa County, in place of Kathryn Irwin, retired.

Robert Lee, former principal, Livingston Elementary School, elected district superintendent, Turlock Elementary Schools, Stanislaus County.

Charles H. Kanen, former principal, Bonita School, Crows Landing, elected principal, Livingston Elementary School, Merced County.

Arthur A. Bubb, former vice-principal, Hughson Elementary School, elected principal, Bonita School, Crows Landing, Stanislaus County.

Howard J. McKibben, former principal, Arroyo Grande Elementary School, elected district superintendent, Midway School at Fellows, Kern County.

Charles I. Leister, faculty member, promoted to principalship of Arroyo Grande Elementary School, San Luis Obispo County.

Hubert H. Semans, vice-principal, San Luis Obispo Junior High School, elected to the principalship.

Roy Langesen, former teacher, Richland School, Shafter, elected principal, Elementary School, Hopland, Mendocino County.

Cyril Vaasar, former principal, Hopland Elementary School, elected principal, Quincy Elementary School, Plumas County.

Anthony Noia, former principal, Amador City Elementary School, elected principal, Elementary School, Ione, Amador County.

Berkeley

Edwin J. Le Tendre, former principal, Garfield Junior High School, appointed principal, Berkeley High School, in place of H. H. Glessner, retired.

Oliver C. Lawson, former principal, Thousand



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Oaks School, appointed principal, Garfield Junior High School.

Beecher H. Harris, former principal, Whittier-University Elementary School, appointed principal, Thousand Oaks School.

George J. Burkhard, former vice-principal, Berkeley Senior High School, appointed principal, Whittier-University Elementary School.

Piedmont

Mrs. Maurine Eccleston, former teacher, Whittier-University Elementary School, Berkeley, appointed principal, Frank C. Havens, Elementary School, Piedmont, in place of Ellen Driscoll, deceased.

Modesto

Reese E. Bert, former principal, Roosevelt School, appointed director of visual education and coordinator of curriculum.

Robert T. Elliott, former principal, Washington School, appointed principal, Roosevelt School.

Millford Olson, former vice-principal, Roosevelt School, appointed principal, Washington School.

Oakland

Dr. E. W. Jacobsen, former superintendent of schools, appointed dean, School of Education, University of Pittsburgh, Pittsburgh, Pennsylvania.

William F. Ewing, former assistant superintendent in charge of senior high schools and adult education, appointed superintendent of schools.

Dr. William R. Odell, former director of instruction of junior high schools and adult education, appointed assistant superintendent in charge of senior high schools and adult education.

Gretchen Wulffing, former director of elementary education at Redlands, San Bernardino County, appointed supervisor of primary education in place of Mrs. Blanche Kent Verbeck, who is leaving to teach in Ohio State University School.

Will W. Green, former principal, Hamilton Junior High School, appointed principal, Roosevelt High School, in place of George E. Furbush, retired.

Morris E. Hurley, former principal, Lockwood Junior High School, appointed principal, San Leandro High School, in place of John R. Sutton, retired.

Spencer D. Benbow appointed from associate principal to principal of Merritt Business School.

Robert B. Abbott, former principal, Horace Mann School, appointed consultant in administrative research.

George C. Bias, former principal, Sherman School, appointed coordinator of placement.

Miss Leslie G. Smith, former principal, Garfield Junior High School, appointed principal, Claremont Junior High School, in place of Herbert Massey, retired.

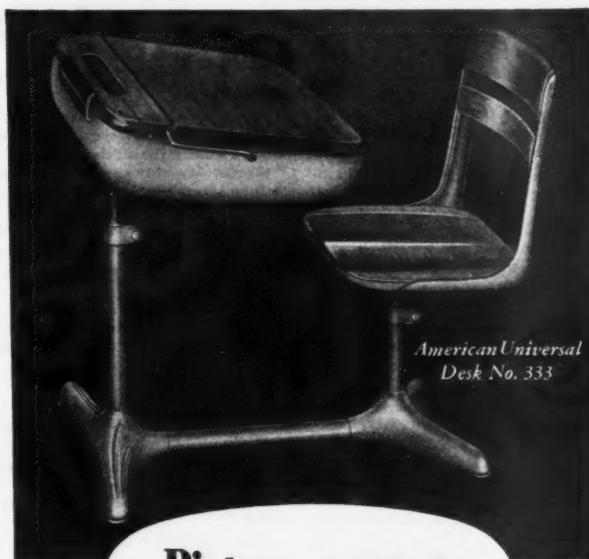
Leo E. Taylor will have added to his duties as principal of Bella Vista School, the principalship of Garfield School which has been changed from a junior high to an elementary school.

Albert S. Colton, former principal, Hoover Junior High School, appointed principal, Hamilton Junior High.

Dr. Douglas B. Miller, former principal, Lafayette Elementary School, appointed principal, Hoover Junior High.

A. G. Starr, former principal, E. Morris Cox and Toler Heights Elementary Schools, appointed principal, Lockwood Junior High.

Frederic B. Zimmerman, former principal,



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Stonehurst School, appointed principal, Alledale School.

Wendall Moore, former teacher, Fremont High School, appointed teacher-in-charge, Burbank School.

Forrest C. Michell, former teacher-in-charge, Dewey School, appointed principal, Burckhalter School.

Mrs. Dorothy S. Dierke, former principal, John Swett School, appointed principal, Chabot School.

W. A. Benner, former principal, Emerson School, appointed principal of E. Morris Cox and Toler Heights Schools.

Henry W. Magnuson, former principal, Chabot School, appointed principal, Crocker Highlands School.

Arthur W. Foshay, former teacher, Elmhurst Junior High School, appointed teacher-in-charge, Dewey School.

Minnie Kahl, former principal, Burbank School, appointed principal, Edison School.

Dr. Eugene Hilton, former principal, Alledale School, appointed principal, Emerson School.

Florence Tillman, former principal, Crocker Highlands School, appointed principal, Lafayette School.

Roger Capri, former teacher, McChesney School, appointed principal, Longfellow School.

Dan H. Gilson, former principal, Longfellow School, appointed principal, Horace Mann School.

Jessie Calder, former principal, Burckhalter School, appointed principal, Manzanita School, in place of Ida Hammond, retired.

Miss Joseph Woodfin, former teacher, Roosevelt High School, appointed teacher-in-charge, Melrose School.

John L. Goodwin, former teacher, Glenview School, appointed teacher-in-charge, Redwood Heights School.

Thad W. Stevens, former principal, Melrose School, appointed principal, Rockridge School.

Eva M. Ott, former principal, Edison School, appointed principal, Sherman School.

Dr. W. G. Rector, former principal, Rockridge School, appointed principal, Sequoia School, in place of Virgil H. Grimeley, retired.

Pauline Marcotte, former principal, Redwood Heights School, appointed principal, Stonehurst School.

Donald Madsen, former teacher, Elmhurst Junior High School, appointed teacher-in-charge, John Swett School.

San Francisco

Clyde W. White, former principal, High School of Commerce, appointed principal of the new Abraham Lincoln Senior High School.

Anita M. Truman, former teacher, Mission High School, appointed vice-principal, Abraham Lincoln Senior High School.

Ralph H. Lehman, former principal, Roosevelt Junior High School, appointed principal, High School of Commerce.

Mary T. Clarke, former teacher, appointed vice-principal, High School of Commerce, in place of Ida Garbarino, retired.

William A. Wieland, former vice-principal, George Washington High School, appointed principal, Galileo High School, in place of Fred W. Koch, retired.

George M. Klingner, former teacher, High School of Commerce, appointed vice-principal, George Washington High School.

George H. Learned, former principal, Aptos Junior High School, appointed principal, Roosevelt Junior High School.

Charles A. Simonds, former director of counseling and guidance, appointed principal, Aptos Junior High School.

John P. Burnside, former principal, James Lick Junior High School, appointed principal of the new James Denman Junior High School.

James Dierke, former counselor and teacher at Everett Junior High School, appointed vice-

principal, James Denman Junior High School.

Laura A. Dollard, former counselor and teacher, Francisco Junior High School, appointed vice-principal, James Denman Junior High School.

Edwin E. Nicolls, former principal, John Swett Junior High School, appointed principal, Portola Junior High School.

George A. Brown, former vice-principal, Horace Mann Junior High, appointed principal, James Lick Junior High School.

Sylvester Kelly, former teacher, George Washington Senior High School, appointed vice-principal, Horace Mann Junior High School.

Richard Abraham, former vice-principal, Aptos Junior High School, appointed acting-principal, John Swett Junior High School.

Robert F. Farrell, former teacher, Everett Junior High, appointed supervisor of apprentice training.

Margaret Dougherty, former counselor and home economics teacher, appointed dean of women, San Francisco Junior College.

Mrs. Edith Cochran, former principal, John Muir School, appointed principal, Commodore Sloat School, in place of Mrs. Elvina Bernard, retired.

Aileen McCarthy, former principal, Laguna Honda School, appointed principal, John Muir School.

Muriel Roberts, former vice-principal at West Portal then Jefferson Schools, appointed principal, Laguna Honda School.

Susie J. Convery, former principal, Monroe-Excelsior School, appointed principal, Commodore Stockton School, in place of Anna T. Croughwell, retired.

Genevieve McGivney, former principal, Cleveland School, appointed principal, Le Conte School.

Mrs. Katherine F. Jensen, former vice-principal, Raphael Weill School, appointed principal, Cleveland School.

Mary Arline Brady, former teacher, appointed vice-principal, Raphael Weill School.

Clara H. White, former principal, Jefferson School, appointed principal, West Portal School, in place of Charlotte Estes, deceased.

Mrs. Mary C. Burke, former principal, Farragut School, appointed principal, Jefferson School.

Ruth Peabody from Pacific Heights School appointed vice-principal, Jefferson School.

Helen M. Ward, former vice-principal, Grattan School, appointed principal, Farragut School.

Mrs. Ellie McPhee Fifer, former principal of

Radio in Education

MICHIGAN Education Association, Department of Elementary School Principals, recently issued its 12th Yearbook. The theme, *Implications of the Radio in Education*, is splendidly presented in a broad, practical way.

Based upon a survey of the listening habits of nearly 2,000 Michigan children, together with the reactions of the parents, and augmented by the thinking of leaders in the professional radio field, and educators who have been studying and experimenting in radio, the book has foundation in solid fact.

California school-people desiring copies of this important publication should address Arthur H. Rice, director of publications and information service, Michigan Education Association, Lansing. The book comprises 128 pages, price \$1.; special discounts for quantity orders.

the combined Bayview-Burnett Schools, appointed principal, Raphael Weill School, succeeding Bertha Klaus, retired.

Mrs. Cordelia H. Dolan, former vice-principal, Washington Irving School, appointed principal, Bayview School.

Oliver M. Rogers, former vice-principal, Edison School, appointed principal, Burnett School.

Mary J. Sweeney, former vice-principal, Redding School, appointed vice-principal, Grattan School.

Edith Cummings, from teacher to vice-principal at Washington Irving School.

Margaret Holland, former vice-principal, Franklin-Lincoln School, appointed vice-principal, Edison School.

Marcella O'Shaughnessy, former vice-principal, Jean Parker School, appointed vice-principal, Franklin-Lincoln School.

Nora E. Hussey, former vice-principal, Cleveland School, appointed vice-principal, Jean Parker School.

Mary McClinchey, former vice-principal, Burnett School, appointed vice-principal, Daniel Webster School.

Gladys R. Michel, former vice-principal, Le Conte School, appointed vice-principal, West Portal School.

Katherine Feeny, former vice-principal, Guadalupe School, appointed vice-principal, Le Conte School.

Lillian Hill, former vice-principal, Daniel Webster School, appointed vice-principal, Parkside School.

* * *

Experiences in Speaking

EXPERIENCE is the best teacher," so the old proverb goes, and on the basis of this time-tested adage, authors Seely and Hackett have made a sound and practical speech course for high-school boys and girls.

Beginning with casual, everyday uses of speech, *Experiences in Speaking* leads students to participate in experiences familiar to them: conversation, class discussions, talking by telephone, introducing people, interviewing, and story telling, first. Then come public speaking, broadcasting, debating, and dramatizing.

Throughout the book attractive sketches given the reading and often function as an indispensable part of the teaching. The format as a whole tends to get away from the "textbook look," and the authors have avoided stiff, academic language. Scott Foresman and Company; 512 pages; \$1.72.

* * *

California Association for Childhood Education, in conjunction with California Coast Association for Nursery Education, Southern Section, held at Laguna Beach, Orange County, its 16th annual study conference. Summary of the work-shop sessions of that conference is published as a mimeographed bulletin, with preface by Elizabeth Cameron Bent of San Jose, chairman of the committee on membership and extension.

Mrs. Dora P. Glines, honorary chairman and advisor, and Mrs. Hilda K. Eckles, general chairman, spent weeks organizing the work-shop session reports, checking material with speakers, and preparing it for publication.

CLASSROOM FILMS

Leland E. De Priest, Science Teacher, Chemawa Junior High School, Riverside

THE words "visual education" are rapidly becoming a part of every educator's vocabulary. They refer to the use of pictures to supplement classroom instruction, a method we have found very successful here in Riverside.

By presenting both silent and sound motion-pictures obtained from University of California service and from private companies, we have increased the student's interest in natural and social science subjects, art, music, history and mechanical drawing.

The science films used this year were selected to fit into our course of study which included environment, astronomy, and water. The living process of dynamic change, sometimes slow over a period of time and sometimes very sudden, was made much clearer by the use of films than would have been possible with only the printed page.

Experiences of living matter are made very real to the pupil when he can see the shape and movement with his own eyes. Several days after the showing of a series of films we give tests to see if a greater understanding of the subject at hand is evident.

The greatest benefit from this type of instruction comes to pupils who are under-privileged as far as ordinary reading is concerned. Children who come from homes where reading is encouraged show improvement, but not as great as the other group.

In as many cases as possible special reports were prepared by students to give before the class on the subject which was to be presented in the picture following. Sometimes it is more valuable to have reports made after the film is shown because it creates a greater interest in the subject and students are curious to explore further.

At our school there are three rooms equipped to show films, the auditorium, a lecture-room, and the general-science classroom. We use one 5-year-old silent projector with a 400-watt lamp, available for five days of the week, and one new sound-projector

with 750-watt lamp available for one day a week. We also have 2 portable screens to supplement the large screen in the auditorium.

It is agreed among our teachers that the best practice is to show no more than two films of 400 feet each during one class period, although three films are sometimes shown. The

two-film program is best because it allows a complete reshooting of one film or a partial second presentation of both films for special comment by the instructor pointing out important features.

We also found that the best arrangement was to keep classes separate and not combine them for the motion-pictures. We combine classes as seldom as possible because of the naturalness of the class situation, to prevent crowding and obtain the



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proper ventilation for the classroom.

Following is an outline of a film presentation program as given by the music department:

The film was one of a series of musical romances. It dramatized three episodes in Tchaikowsky's life: his early love for a famous opera star, his unsuccessful marriage, and his friendship with his wealthy patroness. Compositions by Tchaikowsky were used as background music throughout the picture.

Before the film was run reports about his work were assigned to members of each group to read in class. The biography of the composer, Beloved Friend, was reviewed by the instructor. Records such as the Nutcracker Suite, Andante Cantabile and an

excerpt from Italian Caprice were played on a phonograph.

First, the film was shown without comment, then, while it was being rewound, class members named music they had recognized in the picture. They discussed the film's characterization of Tchaikowsky and compared it with their previous reading and ideas. The film was then shown again for the students to absorb points brought out in the discussion. When a test on Tchaikowsky's life and music was given most of the members of the class came through with a more than ordinary mastery of the subject. Since then, members of the class have reported hearing and recognizing compositions by Tchaikowsky in radio concerts and at the movies.

AN ideal arrangement towards which we have been working is to have a long-time program of films for use throughout the entire year so that other class material can be planned to fit in with the picture schedule. This is especially necessary in the social and natural sciences where many special topics are taken up and the film's effectiveness is lost if it is not available at the same time as the class discussion.

In other classes there are general films whose subjects permit their being shown at almost any time throughout the course.

We have made much improvement in the line of visual education in the past two years and with the help of tests and surveys are planning a more effective program for the future.

* * *

Adventuring in Science is a new series for Grades 7, 8 and 9, by Samuel Ralph Powers, professor of natural sciences, Teachers College, Columbia University, and several other authors, and published by Ginn and Company. *Exploring Our World*, Grade 7, price \$1.28; *Our World Changes*, Grade 8, price \$1.52. Volume 3, *Using Our World*, is to be published early in 1941.

Forceful, clear, and interesting, this new series offers pupils a real adventure in science. It takes them on new explorations of the world around them, gives them fresh and vital scientific facts, and makes a dramatic tie-up with their everyday life.

A unified, coherent program, *Adventuring in Science* is centered around the fundamental concept that "Living things, including man, are dependent on each other and on their physical environment."

California Association for Childhood Education, Bay Section, will meet at home of Dr. and Mrs. Hall in Morada, near Stockton, **September 21**. Stockton and Lodi groups act as joint hostesses at the luncheon meeting. The Hall garden is one of the beauty spots of the region.

Lunch is 65 cents. Reservations should be made through Constance McLaughlin, 1043 North Pilgrim Street, Stockton. Mrs. Marcella King is publicity chairman, 5555 Lawton Avenue, Oakland.

* * *

The Next Twenty Years of the Junior College Movement, an address by George F. Zook, president, American Council on Education, at the recent 20th annual meeting of American Association of Junior Colleges, at Columbia, Missouri, is published as a 16-page bulletin by the Association. A few remaining copies are available by addressing the Association at 730 Jackson Place, Washington, D. C.; Dr. Walter C. Eells, former professor of education at Stanford University, is secretary.

Rosco C. Ingalls, president, Los Angeles City College, is chairman of the Administrative Committee of the Association's Commission on Junior College Terminal Education. Dr. Aubrey A. Douglass, State Department of Education, is the other California member of this commission of 12 nationally-known leaders in the junior college field.

* * *

Gideon Bibles

THE Gideons, in line with a nation-wide program, are placing a Bible in every classroom. This placement will be in accordance with the provisions of our state laws, the Bibles being placed as a reference book to be read without comment. Any further information concerning the placement of Bibles may be obtained by writing The Gideons, Los Angeles.—From Bulletin of Los Angeles County Superintendent of Schools.

* * *

Everyday Problems in Mathematics, by Nelson, Jacobs, and Burroughs, all of Cleveland high schools, is a secondary school textbook of 500 pages, published by Houghton Mifflin Company. It presents to the pupil the mathematics of such ordinary life situations as buying a house, buying and operating an automobile, buying life insurance, borrowing money, budgeting income, paying bills, buying on the installment plan, saving and investing money, paying taxes, and making practical measurements in work about the home. These topics, to the author's knowledge, are here treated more fully than in any high school text now available. Price \$1.40.

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Progressive Education Association Commission on Secondary School Curriculum has issued *Emotion and Conduct in Adolescence*, by Caroline B. Zachry and Margaret Lighty, a substantial monograph of 575 pages, published by D. Appleton-Century; price \$3. This is a worthy addition to the extensive series of publications prepared for the Commission.

* * *

Books for Every Child

EVERYCHILD and Books, by Jean Betzner and Annie E. Moore, both of Teachers College, Columbia University, published by Bobbs-Merrill Company, is an outstanding professional book of 185 pages by distinguished authors.

It is of definite value for teachers, supervisors, administrators, school librarians, teacher training courses. This well-written book centers on effective ways of cooperating with children in their voluntary reading. Price \$2.13.

* * *

Appleton-Century Company has published an interesting book entitled *The Pan-American Highway From the Rio Grande to the Canal Zone*, by Harry A. Franck and Herbert C. Lanks.

The story is a description of the Pan-American highway which will run eventually from Alaska to Cape Horn. The section through Mexico and Central America is the subject of this book. Approximately half of the route lies through Mexico, the rest through the Central American states.

There are 247 pages. Practically every page has a large picture which is the reproduction of a photograph taken by Mr. Lanks. His subjects are scenery, people, and activities. Price, \$5.

* * *

Commercial Teachers

YEARBOOK of National Commercial Teachers Federation 1940 is available for distribution. A copy is furnished without additional charge to each member of the Federation. Additional copies may be purchased for \$2.50 each. Several copies of the Yearbook should be available in the library of every institution which is training commercial teachers. Since a limited supply has been printed, your orders should be sent to the secretary, J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky.

The American Citizen, His Character and Citizenship, is a magazine published monthly, except July and August, by National Council on Character and Citizenship, 5732 Harper Avenue, Chicago, price 25 cents a copy, \$2 a year; editor is J. M. Artman who is also executive vice-president of the Council. Dr. Frank N. Freeman, dean, School of Education, University of California, Berkeley, is one of the 50 advisory editors.

The magazine is now in its 7th volume and is highly worthy of the consideration of California school workers.

Growing Healthfully, a teaching unit with materials graded for elementary schools, junior and senior high schools, by Mabel E. Rugen (associate professor of physical education, University of Michigan, and health coordinator, University High School) is an excellent 12-page bulletin published by National Tuberculosis Association, 50 West 50th Street, New York City. Copies may be obtained gratis by California teachers by addressing California Tuberculosis Association, 45 Second Street, San Francisco; William Ford Higby is executive secretary.

This admirable manual is being used extensively in California schools this fall.

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(Continued from Page 10)

ADDITIONAL names sent by Harriett M. Chase, chief assistant to the Secretary, are:— Anne T. Bell, William J. Burkhard, Anna B. Connors, Elda S. Frederiksen, Aileen W. Howard, Roy W. Johnson, George Learned, H. B. Long, Guldotta M. Lowe, Joseph O. McClintic, Mattie Lou Maxwell, W. P. Maxwell, Calla Monlux, Irene Randall, Walter C. Schmidt, Nan Sykes, Mary E. Tredale, Lula Wright.

* * *

N. P. Neilson, executive secretary, American Association for Health, Physical Education, and Recreation, recently delivered an address on *What Can The Schools Do About Tuberculosis*, which is available to those interested (4 pages mimeographed), address California Tuberculosis Association, 45 Second Street, San Francisco.

Mr. Neilson for many years was in educational work in California State Department of Education and Stanford University and is widely-known throughout California and the West.

He declares that because tuberculosis represents a very definite problem in the high school age-group every pupil in high school should know what the disease is, how it works, and about ways to avoid and prevent it. If possible the learning of these facts should be stimulated by some life situation which should help pupils to see the practical value of the knowledge. Such opportunities come from a discussion of tuberculosis as a community problem, particularly in science classes, civics, and social studies. Its significance should also be stressed in biology, physical education, home economics and shop work.

* * *

Monterey Workshop

Physical Education Men Attend Workshop During Summer Vacation

Hugh A. Hunter, George Washington High School, San Francisco

DURING the week August 12-17, 150 men teachers of physical education, spent six intensive days studying their own problems in a physical education workshop conducted at Monterey High School.

This was the first school of its type, catering exclusively to high school teachers ever conducted west of the Mississippi. The school was under auspices of State Board of Education, but the moving force behind it was Hal Youngman of Monterey High School.

The men attending represented practically every section of the state, as well as several neighboring states. All phases of the high school programs of physical education were

considered. Many of the instructors were men of national reputation.

The courses offered and the teachers were:

The Boys Program of Physical Education, C. L. Glenn.
Football, John Da Grosa.
Athletics and Officiating, Wm. Lopez.
Track and Field, Dean Cromwell.
Basketball, Everett Dean.
Golf, Peter Hay.
Archery, C. L. McQuarrie.
Swimming, Jack Pruitt.
Diving, Charles Keeney.
Athletic Training, Henry Schmidt.
Tennis, Tom Stow.

The latest physical education methods, equipment, and devices were shown and demonstrated. Monterey High School boys and members of Stanford Varsity basketball team were used for demonstration purposes.

This project was well-conceived, well-organized, well-taught, stimulating, interesting, and intensive enough to suit the most enthusiastic.

The day started at 8 a.m. and continued until well after 11 p.m. with the minimum of time out. The men attending were unanimous in endorsing the report of the National Preparedness Committee, American Association of Health, Physical Education, and Recreation.

They were also unanimous that the workshop was worth while and in voting to hold another one next August at the same place — Monterey High School.

* * *

Homer Cornick, for number of years superintendent of elementary schools and principal of the high school at Davis, Yolo County, is city superintendent of Santa Cruz, succeeding Roy E. Simpson.

Mr. Cornick goes to Santa Cruz with a thorough knowledge of all school procedure. He is an excellent schoolman and has maintained one of the outstanding school systems of northern California. He takes with him the best wishes of his many friends in Yolo County. We predict for him a happy and successful headship of the schools of the Beach City.

Roy Simpson, for the past three years superintendent of Santa Cruz schools, has accepted the superintendency at South Pasadena, succeeding George C. Bush, whose untimely death saddened the school people of California.

Mr. Simpson, a product of California schools, has been exceptionally successful in his school positions. He takes with him the good wishes and esteem of everyone in Santa Cruz. While he will have a difficult position in taking the place of Mr. Bush, who was loved by everyone in South Pasadena, he will make for himself a real place. He thoroughly understands school problems and will readily fit into the life of the community.

For Better Reading

HOUGHTON Mifflin Company, 500 Howard Street, San Francisco, has issued a new three-book series "For Better Reading" edited by Max P. Herzberg, Merrill P. Pain, and Austin M. Works and entitled: 1. Quest; 2. Ventures; and 3. Rewards.

These books offer to pupils in junior and senior high schools (a) vital, modern content that win the interest of all types of pupils — (b) a story or essay in pictures before each section of readings — (c) inter-chapters between the sections of readings to give definite training in specific reading skills.

At the end of each section, following "Think It Over," are suggestions entitled *Books You Will Enjoy*, an annotated list of books, enlivened by appropriate sketches. At the end of each book is a complete bibliography of all titles mentioned in the book, as well as titles of other books equally interesting to pupils. This comprehensive bibliography provides teachers and school librarians with a guide for purchasing new books and for making suitable selections from books already available.

Pacific Coast manager for Houghton, Mifflin is A. K. Allen; other representatives are R. H. Loomis, Glendale; and C. C. Loomis and Miles B. Cutler, Berkeley.

* * *

Modern Cosmetology, the principles and practice of modern cosmetics, by Ralph G. Harry, a textbook of 300 pages, is issued by Chemical Publishing Company, 148 R Lafayette Street, New York City; price \$5.

This up-to-date manual deals comprehensively with the scientific and therapeutic side of cosmetics. It contains an important collection of actual photomicrographs. The Chemical Publishing Company also issues numerous other important texts in the cosmetic industry.

* * *

Committee on Publications, Harvard Graduate School of Education, Cambridge, Massachusetts, issues numerous books and pamphlets of distinct current interest. Among recent offerings, for example, are, — *Public Education and Economic Trends*, by Norton, \$1.50; *The Teacher and Civil Liberty*, by Wetzel, 50 cents; *A Survey of Student Opinion*, by Eckert and Wilson, sample copy 10 cents; *Education for a Classless Society*, by Conant and Spaulding, 25 cents.

* * *

Progress in Reading is a beautiful new series of elementary readers by Ernest Horn and others, published by Ginn and Company, and consists of a preprimer, a primer, and six books. It offers a complete systematic program of development in the skills that lie at the root of thoughtful reading and successful use of books. The upper books in the series are — *Making New Friends More Adventures Following New Trails and Reaching Our Goals*.

In Memoriam

(Continued from Page 30)

Edgar H. Sheldon, age 69, president and general manager, E. H. Sheldon Company of Muskegon, Michigan, died in July at his winter home in Del Monte. He began as a manual-training teacher and built up one of America's largest companies manufacturing laboratory equipment and school furniture. He devoted much time to community affairs and established the Mercy Hospital.

George B. Holmes, teacher in Santa Ana Schools since 1926; at the time of his death he was head, Commerce Department, Santa Ana Junior College. Born in Blue Rapids, Kansas, 1888, he graduated from the State College, 1911, and later received his Master's degree from University of Southern California. He taught at Citrus High School, Pasadena and Visalia, and was with the Veterans Bureau at San Diego for some years prior to going to Santa Ana.

* * *

School Life, official journal of United States Office of Education, is published monthly during the school year, ten issues, price \$1; address Superintendent of Documents, United States Government Printing Office, Washington, D. C.

School Life publishes news from various fields of education, state departments, public schools, colleges, et cetera, including government agencies and foreign countries. It features reports of original research conducted by specialists of the Office of Education.

* * *

Children in a Democracy, general report adopted by the White House Conference on Children in a Democracy, January, 1940, Washington, D. C., appears as an 86-page bulletin for sale by Superintendent of Documents, Washington, D. C., price 20 cents.

Sections of this important and comprehensive document cover,—goals of democracy, the child in the family, educational services in the community, conserving the health of children, public administration and financing. The report concludes with a clarion Call to Action.

* * *

List of Speakers from Institutions of Higher Learning in Northern California, a mimeographed bulletin of 63 pages, prepared

by Arthur Henry Chamberlain, director, Public Forum and Speakers Bureau, San Francisco, is a useful manual for all engaged in forum activities. The bureau is part of Northern California WPA Education Program of State Department of Education.

This is bulletin Number 2 of the 1940 series issued by the bureau. Number 1 presents a brief discussion of the public forum; number 3, now in preparation, is an annotated bibliography of titles dealing with the forum, discussion groups, and adult education in general.

Copies of these bulletins may be obtained gratis by addressing Public Forum and Speakers Bureau, 585 Bush Street, San Francisco.

* * *

California's Kindergartens

History by Anna Irene Jenkins

ASSOCIATION for Childhood Education has issued a series of four bulletins giving the history of the kindergarten movement in various parts of the United States,—

1. New England; 2. Mid-Western States and New York; 3. Southeastern States, Delaware, District of Columbia, New Jersey, Pennsylvania.

The fourth of the series (Western States, Hawaii, Alaska) was presented at the Milwaukee convention, 1940. It completes the work begun in 1935 by the Committee of Nineteen.

Anna Irene Jenkins of Los Angeles, distinguished and nationally-known kindergarten worker, wrote the excellent section on California. This comprises 20 pages and is a comprehensive and authoritative statement concerning the development of the kindergarten idea in California.

Beginning with 1870, Miss Jenkins brings the rich and colorful history of California kindergartens down to the present year. She has accomplished an admirable piece of work. Hearty congratulations to her upon this achievement and to the Association upon its worthy series of histories.

Copies may be obtained by addressing the Association at 1201 16th Street, N.W., Washington, D. C. Price, 25 cents each.

Know Your School

ASERIES of leaflets issued by U. S. Office of Education, Washington, D. C., comprises study outlines for those interested in the public schools.

The series, now in use by many educational and lay groups, comprises leaflets numbers 47-53, and includes,—board of education, superintendent, principal, teacher, school child, school program, and school finance.

The leaflets are 5 cents each; send order with remittance to Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

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300	64.11	28.82	20.46	16.31
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A Plan for National Preparedness Through Health, Physical Education and Recreation in Schools and Camps is a 6-page, mimeographed bulletin issued by national preparedness committee of American Association for Health, Physical Education and Recreation; Dr. Jesse F. Williams, professor of physical education, Teachers College, Columbia University, is chairman.

This comprehensive and admirable statement deserves the careful consideration of people engaged in all phases of educational work. Copies may be obtained gratis by addressing the association at 1201 16th Street, N.W., Washington, D. C.

ADVERTISERS

Alka-Seltzer	43	Houghton Mifflin Company.....	38
American Seating Company.....	41	Macmillan Company.....	33
American Trust Company.....	45	McCormick-Mather Company.....	3rd cover
Bobbs-Merrill Company	37	Merriam Company, G. & C.....	40
Business Men's Assurance Co.....	44	Miles Laboratories, Inc.....	43
Christopher Publishing House.....	40	Momyer, George R.....	4
Farrar & Rinehart.....	39	National Association of Chewing Gum	
Gaylord Bros., Inc.....	2nd cover	Manufacturers	2nd cover
Gel-Sten Supply Co.....	44	Naud Co., The Julie.....	4
Ginn and Company.....	35	Personal Finance Company	47
Hale and Company, E. M.....	39	Standard Oil Company.....	5
Harr Wagner Publishing Co.....	38	Teachers Casualty Underwriters.....	4th cover
Hotel Biltmore	2	Wells, Harrington.....	40

COMING

Fall of 1940 — Coronado Cuarto Centennial celebration; pageants, fiestas, rodeos, Indian dances, folk festivals. Arizona, New Mexico, Texas.

September 2 — Labor Day.

September 9 — Admission Day.

September 26-28 — California School Trustees Association; annual convention. San Diego.

September 27-29 — Training Conference for Southern California local teachers organizations. Forest Home, San Bernardino County.

September 30-October 4 — National Recreation Congress; 25th annual session. Cleveland.

October 2-5 — California School Supervisors Association; annual conference. Vista Del Arroyo Hotel, Pasadena.

October 5 — CTA Southern Section Council; regular meeting. Biltmore Hotel.

October 6-9 — Association of California School Superintendents; annual convention. Coronado.

October 8-11 — American Public Health Association; 69th annual meeting. Book-Cadillac Hotel, Detroit.

October 12 — Columbus Day.

October 19 — Northern California Junior College Association; fall conference. Salinas Junior College.

October 19 — Central California Association of Journalism Advisers; fall meeting. Galileo High School, San Francisco.

October 19 — California Teachers Association Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

November 5 — General Election.

November 10-16 — American Education Week. Theme: Education for the Common Defense.

November 10-16 — Children's Book Week. Theme: Good Books—Good Friends.

November 11 — Armistice Day.

November 11-13 — National Association of Public School Boards; 3d annual convention. Hotel Morrison, Chicago.

November 11-30 — American Red Cross; annual membership roll call.

November 18-20 — CTA Central Coast Section; annual institutes and convention. Santa Cruz.

November 21, 22 — Thanksgiving holidays.

November 22-23 — California Association for Childhood Education; annual study conference. Fresno.

December 6, 7 — California Teachers Association, Council of Education, State Committees and Board of Directors; semi-annual meeting. Biltmore Hotel, Los Angeles.

December 13, 14 — State Directors of Vocational Education; annual meeting. San Francisco.

December 16-18 — American Vocational Association; national convention. San Francisco.

California Teachers Association provides for its members placement service at nominal cost.

Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or

Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

February 22-27 — American Association of School Administrators; annual meeting. Atlantic City.

March 7-14 — California Conservation Week.

April 7-9 — California Junior College Federation; annual meeting. Oakland.

May 4-8 — California Conference of Social Work; 33d annual conference. Long Beach.

May 6-8 — California Congress of Parents and Teachers; annual convention. Oakland.

June 28-July 3 — National Education Association; summer meeting. Boston.

July 8-12 — Association for Childhood Education; annual national convention. Oakland.

September — Second Inter-American Travel Congress. Mexico City.

* * *

Mrs. Florence Mosher, teacher, Portola School, San Mateo County, was in charge of classes on rural education at the University of Idaho Summer Session, at Moscow, Idaho, this past summer.

* * *

Joseph DeBrum, teacher of business practice, Sequoia Union High School, Redwood City, taught classes in business administration at University of Iowa summer session and also attended the NEA convention at Milwaukee.

* * *

Mrs. Edwin T. Hale of San Diego is one of the 47 state directors of National Association of Public School Boards, which will hold its annual convention November 11-13, Hotel Morrison, Chicago. More than 1,200 officers and members of local, county, and state boards of education throughout the United States are expected to attend.

Joseph H. Davis, Muncie, Indiana is president of the association; Lynn Thompson, Minneapolis, is secretary-treasurer, and Charles E. Miller, Albia, Iowa and C. F. White of Batesville, Arkansas are vice-presidents. The association has directors in 47 states.

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